

National Parent-Teacher

^{35th}
The Official Magazine of the National Congress of Parents and Teachers

MARCH

15 CENTS



In This Issue: FOREIGN PORTS: *Louis Adamic* • HOW CHILDREN LEARN: *Gertrude Laws* • HOW PARENTS LEARN: *Ada Hart Arlitt* • THE DELECTABLE VOYAGE: *Robert P. Tristram Coffin* • THE ANTIDOTE FOR COMICS: *Sterling North* • MODERN WAY TO CITIZENSHIP: *Morris R. Mitchell* • THE NEW BABY: *Harold H. Anderson* • I TALK TO MY SON ABOUT TEETH: *Lon W. Morrey*

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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600 South Michigan Blvd., Chicago, Illinois

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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago, Illinois

RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

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The NATIONAL PARENT-TEACHER is listed in the Education Index.

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Published monthly October to May, bi-monthly June to September, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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National Parent-Teacher

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VOL. XXXV

No. 7

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MEMBER OF THE





T H E W I N D

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
 O wind, a-blowing all day long!
 O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

— ROBERT LOUIS STEVENSON

The President's Message

Bringing Up America

A GOVERNMENT has personality as an individual has. It can be gracious or grim, kind or cruel, just or tyrannical, inspiring or devoid of the qualities that call forth devotion. And this personality comes from the people who compose it—those who are affected by it as well as those who administer it. That is why in the final analysis the rank-and-file citizens of our America are so important. As we are affected by our government, as we participate in its administration, we give it color and character. This is especially true of democracies—which is one reason why citizenship in a democracy carries greater responsibility than citizenship under any other form of government.

Sign and symbol of this responsibility is the right to vote. But it is only a symbol. Actually there is much, much more to being a worthy citizen than exercising the franchise. One's daily living, one's standards of ethics, one's relationships with others of his community, one's acceptance of the idea of personal liability for the safety and wholesomeness of community life—these are basic in the development of that "person" which is our country.

In a world tragically groping for the right to live happily, we who live under a democratic government are favored beyond our power to conceive. But have we sensed the importance of living *by* the democratic philosophy, not merely living *under* democratic government? Here is something that needs to be grasped, for it is the former that makes the latter meaningful.

We have our Constitution—as fine a constitution as ever a people devised for their own governing. If in this country of ours some people are discriminated against, if there is hunger and ignorance and injustice, it is not because of defects in our Constitution. It is because we have failed to accept wholeheartedly the responsibility of embodying in our everyday living its philosophy of freedom for growth and self-realization.

PARENTS and teachers who through their instruction and their example build into the lives of the young their philosophy of citizenship, carry a responsibility which neither group should bear alone. By studying together and acting together, by practicing "togetherness" in all essential undertakings, we can produce those conditions which make for citizenship in our American youth. We can see that they are brought up in surroundings conducive to wholesome community life. We can demonstrate precisely that sort of cooperation which makes it possible to progress in the art of living justly and happily one with another. Such being our purpose, we are indeed fortunate to have so easily at hand such an effective vehicle as our parent-teacher association for bringing us together from all walks of life in behalf of youth and in behalf of Democracy.



Virginia Klefys

President,

National Congress of Parents and Teachers

Foreign Ports

LOUIS ADAMIC

THIS period of crisis—which, to all seeming, is an inclusive world crisis, possibly just beginning, and very apt to affect drastically the United States also—is a good time, perhaps even an urgent time, for us Americans to look at our language. I don't mean the English language as such. I mean our key words and phrases, the symbols of concepts, which many of us have long been using carelessly, habitually, often meaninglessly, but not harmlessly; words and phrases which constitute a kind of hierarchy of meaning and meaninglessness, of directives and confusion—alas! more the latter than the former.

Here I shall stand up for scrutiny a few such words and phrases which interest me specially at this time for a number of reasons—because I happen to be an immigrant or naturalized American; because I am in the midst of a five-year project of looking into the various developments in our national life which revolve around the fact that nearly forty million immigrants have come here in the last hundred years; because America is clearly in danger, not so much from without as from the forces, weaknesses, misconceptions, and misdirectives within its own set-up.

I want to begin with *America*. To too many of its inhabitants, I am afraid, America is pretty much a platitude: the greatest country in the world, blah-blah-blah, with the tallest buildings, the largest number of bathtubs, refrigerators, automobiles, and so on. To many, it is mainly a map, a place, a piece of geography, especially now when we are supposed to be getting ready to defend it. To some, it is not even that. If pressed for a definition, they would be at a loss to say what America is, and their facial expressions would be diagrams of confusion.

This is, or should be, a very personal matter; so let me say, briefly, what America is to me. It is a place, of course, a piece of geography, a continent. To me, however, and particularly now, it is more than that. It is many things. It is an aggregation of people who have gathered from all the world—from foreign ports—because, in most cases, they had wanted to do better things with their lives than were their prospects in the "old country." America, to me, is an idea, a hope, a dream, a way of life, a collection of principles on the conduct of human affairs; principles which happen to appeal to me. America is the New World in which man—if he will find a way of calmly, purposefully and consistently exerting his best instincts and intelligence—has a chance to cease being worm and become man. America is a chance for the full flowering of the dignity of man.



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TO me, Americanism is nobody's monopoly, but a happy concentrate of some of the best aspirations and tendencies known to humanity at its best. As it seems to me, Americanism is the highest body of idealism in the world today."



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Changing the Foreigner

TO CONTINUE this personal definition, which is conditioned by the above-listed reasons for attempting it: *America is a process*. I think it is very important that we realize this. Ours is perhaps the most consistently dynamic country in the world; almost too dynamic. Nothing is as yet finished here. Nothing, perhaps, ever will be. As a nation, we are not lastingly satisfied with anything. Nothing is permanent here, except change and revision. America is a process politically, socially, economically, religiously, spiritually, culturally; a process in point of human type.

It is necessary that we bear this in mind; that we realize that we are all involved in a complex and endless process. If we realize this and keep interested, we will be in less danger of assuming and maintaining unsound attitudes toward others. We will likely be more patient with our fellow human beings, watching with sympathy their involvement in the process which is America, and incline to help them in their difficulties.

To repeat: This concept that America is a process, and not something static, is all-important. And it is equally important that we don't hurry the process too much; that we don't get at it fanatically, unthinkingly, without information as to facts and consideration of human values.

This brings me to *Americanization*. There are two kinds: the *forced* and the *natural*.

The aim of forced Americanization was to make the new immigrants uniform with Americans of the older stock. It was widespread once upon a time, and it was no good. It is still going on,

and it is no better. It is liable to become widespread again (unless we are careful), and it will be worse than ever.

When the older-stock Americans who were interested in this sort of forced Americanization, or uniformity with themselves—when they noticed a new immigrant who came, say, from Poland, their idea was to transform him as by magic, by a kind of incantation, into an American like themselves, or a good imitation of themselves; into an Anglo-Saxon American. He was a foreigner, poor wretch, and therefore different, and therefore vaguely dangerous—which is the primitive, jungle reaction to foreigners nearly everywhere, and has been from time immemorial.

The idea of the "Americanizers," if I may call them that, was to take this newcomer and purge him of his foreign background, of which they knew nothing except that it was different from theirs, and therefore bad. And then the idea was to fill him with Americanism, as *they* understood it; *their* kind of Americanism, which was dogma to them or a meaningless word—and lo! They would have a nice new American very much like themselves who would no longer be different and dangerous, and the country would be that much better off.

This type of Americanization never worked. It still doesn't work, although some of the "Americanizers" still believe in it. The immigrant who went through it was usually not Americanized but dehumanized. He became a cultural zero, a human zero, an automatic spouter of patriotic phrases which had scant meaning in his mind and heart, and were mostly fear-motivated lip-service.

For the sake of brevity I am probably oversimplifying the picture. But in most cases the immigrant resented this forced kind of Americanization. He followed his natural inclination and banded himself together with other immigrants of the same origin and started the so-called foreign sections or colonies, where he joined in organizing a cultural and social and economic life which was—in some respects, at least—apart from the large American community.

These "foreign sections" were in their inception, and are today, a mingling of good and bad from the point of view of America as a whole. In many ways, they were and are good in that they preserved certain values from the onslaught of the "Americanizers." However, they were and are defensive social organisms. In some ways, they were organized and they functioned, and still function, as a kind of last stand of the old-country culture against the insistent and hostile-seeming attitude which favored uniformity, which looked toward a forced and rapid revision of a man's character and personality.

The immigrant who resented this sort of Americanization moved into the foreign section and stayed there, and he probably is there to this day—still on the defensive. And what is more important: his children were born there in tens of millions, and they (with many exceptions, but I think in the majority of cases) inevitably took on much of the defensiveness of the foreign sections; defensiveness which became part of their personalities, and which is a serious matter. Defensive people usually have difficulty in acting positively, openly, creatively, calmly; especially in a democracy.

The Better Way

THE NATURAL kind of Americanization was a slow process, in which the immigrant was not made to feel that he must purge himself of his old-country background in a certain number of months or years; in which the immigrant found himself among old-stock Americans who accepted him and who were really typical Americans—for the other kind of Americans who believed in forced Americanization were not typical. They were and are a minority, but a fanatical and active one. The typical or average old-stock American was and is friendly, but he was and is not active in cultural organizations and movements; he is not organized, as was the case with the decent, sound and civilized elements in Germany and France and elsewhere in Europe during the last several decades.

I find that the best, most effective, most useful immigrant Americans are those who do not, or

did not, reject their original backgrounds. In Los Angeles lives an immigrant woman from Poland who says that she is two hundred per cent American because she is one hundred per cent Pole. Her idea, I think entirely sound, is that you cannot make a good American out of a poor Pole.

Freedom to Be Different

IN CONNECTION with Americanization, I should say a word about the phrase "melting pot." I don't like it; it suggests changing people with heat. It is a bad concept. It has been bad in practice. Heat and force have been used to "Americanize" people, usually with the result that the best juices and values have been fried and burned out of them.

I favor, as already suggested, the slow, gradual kind of Americanization, which will not produce the uniformity of mediocrity, but a symphony-like civilization and culture within which diversity and differences will be poured but not lost in an effective whole of infinite possibilities.

The melting pot idea has not worked out. There are many cold chunks in the pot which are not melting, not merging with the rest of the contents, but only disintegrating; while other chunks in it—the Bunds and simliar groups—are getting so hot they threaten to burn holes in the pot.

Another word—*Americanism*. There are various definitions of it. With a great many people, it is a defensive concept. All too many Americans have narrowed it down to include only them and their kind.

To me, Americanism is nobody's monopoly, but a happy concentrate of some of the best aspirations and tendencies known to humanity at its best. As it seems to me, Americanism is the highest body of idealism in the world today. It is, among other things, a movement away from primitive racism, fear, and nationalism and herd instincts, from herd mentality; and it is movement toward freedom and creativeness, toward a universal or pan-human culture.

Americanism is a movement away from uniformity and blind conformity. It welcomes differences, and if we can stand another motto, I suggest: Let's make America safe for differences. Let's work for unity within diversity. This is not a new idea. It is not mine. It is an old American idea. Jefferson liked it. Walt Whitman said that the United States was "not a nation but a teeming nation of nations," and was happy about it. This idea appealed to Emerson. Once he wrote: "It is the 'not-me' in my friend that charms me."

This article is the seventh in the parent-teacher study course: This World of Ours.

How Children Learn

GERTRUDE LAWS

HERE will be found some of the things known today about children's mental growth—things so simple and obvious, says the author, that they are too often ignored or neglected by adults. Only as parents and teachers gain insight into the way children learn are they able to lead them into unknown fields of knowledge and skill.



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only to be challenged or discredited by other theories or books. Parents and teachers need to know how children learn, for when they find that out they can provide conditions under which each one is more likely to learn good than evil. "Good" is used here to include all that gives an individual a feeling of his own dignity and worth, and helps him to recognize and respect dignity and worth in others; all that helps him love or understand his neighbor as himself; all that leads him to *want* to be and to have and to do what he ought. "Evil" is used to include all that destroys a feeling in an individual of his own dignity and worth, or interferes with his recognition of and respect for the dignity and worth of others; all that prevents him from understanding his neighbor as himself; all that degrades him and leads him to want to be or to have or to do what he ought not.

There are a few simple things we know about how children learn—things so simple and obvious that they are often ignored or neglected and evil is learned in consequence rather than good. What are these simple things? It will be helpful if we can set them down clearly and in order.

Each one learns at his own rate.

There is a wide difference in the rate at which individuals learn, just as there is a wide difference in their height, weight, sight, hearing, or quality of health. Some children require much more time, much more experience, than others. There are observers who think that this is more a difference in the rate of developing or maturing than it is a difference in ability to learn. These observers believe, for instance, that each particular child

A NUMBER of people believe that a human infant is conceived in sin and born in iniquity, and that it must be saved by learning from human adults.

Other persons believe that a human infant is a gift of God sent to bless its parents, that it is inherently good and can do no evil, except as it learns from older human beings.

Still other persons reject both of these characteristic beliefs. They look upon a human infant as a reacting, purposing organism, capable of learning both good and evil. What each infant learns depends upon its own quality, or ability to learn, and the conditions in which it lives and learns. Great effort has been made to discover *how* children learn. Many theories have been evolved, many books have been written on the subject,

who lives in the conditions typical of life in America at this time will want to learn to read as soon as his eyes are mature or developed enough to focus effectively and perform easily in a way which is necessary to reading from a printed page. They believe each one will learn to walk, and talk, and to control elimination as soon as the organs designed for those purposes are mature enough or developed enough to perform satisfactorily. They believe that normal children learn to take part in domestic life as soon as their bodies are matured enough to do so, and that they learn to regard the rights of others as soon as they are mature enough for them to understand social organization. They believe that attempts to teach a child before he is mature or developed enough to learn may result in failure which affects a child's ability to learn, because of his own feeling about learning.

There are other observers who believe that there are differences in rate of learning among children as great as the difference in speed between a pedigreed draft horse and a pedigreed race horse. It is neither a matter for boasting nor a matter for apology that a child is slow or fast with learning; it is a matter to be understood by parents and teachers. They believe that attempting to speed a slow learner beyond limits impairs his native ability to learn as surely as one injures a draft horse by attempting to make a race horse of him. Similarly they believe that an attempt to hold to a typical or slow rate of learning a child who learns quickly develops boredom, carelessness, or worse habits as surely as an attempt to make a race horse into a plow horse injures or destroys his value as a race horse. In other words, it is necessary that parents and teachers know what kind of equipment for learning each child has. Then they can reproduce the conditions in which he can have reasonable experience with the feeling of achievement or success. It is also important that each one shall have conditions which call forth effort, and in which he may experience feelings of hostility or failure, and learn how to deal with them. One who experiences nothing but cooperation and success is indeed a handicapped child.

The effort to make all children learn the same things, at the same rate, and by the same method ignores all that has been found out about differences in the rate of learning, also all that has been found out about the effects of success and failure upon the process of learning. It is possible for parents who learn fast to have a child who learns slowly; it is also possible that a child may learn more rapidly than either of his parents. When wide differences in the rate of learning exist between parents and a child, or among children of

the same family, there is need for special wisdom and understanding on the part of the parents. They need to know what the expectation is for typical children of a given age, and then the direction and amount that a particular child differs from that expectation in the rate of learning. Such knowledge does not come about by accident, but by careful, consistent, and continuous observation and study, from the infancy of each child through the entire period of his immaturity.

Children learn by doing.

Observers of children have been known to say "They were not doing anything, only playing," or "The child did nothing, he only stood and looked at the others." Many people believe that the "doing" which results in learning must be either physical activity, or consist in conscious efforts to practice some skill. The fact is, however, that a child may be learning when he appears to be doing nothing. Looking at others is one of the ways in which children learn, and his elders must be willing to allow him the time for reflective consideration which is necessary to learning. A child who has difficulty in learning to express himself verbally is often interrupted in his efforts by an impatient adult who supplies a word or completes a statement, perhaps distorting the thought a learning child is trying to express. Indeed a child is *doing* all the while, and consequently is learning all the while, sometimes learning things quite different from the things adults try to teach. The fact that many different learnings take place at the same time is often confusing to parents and teachers who are bent upon a particular learning at a particular time.

Each child, then, learns by doing. But it is important that parents and teachers understand the meaning of "doing." It is also important that they know that children learn to resist—learn *not* to do—in the same way, by "doing." We know that children as well as adults are more likely to repeat and make habitual those acts which are pleasant. There are certain acts that should become habitual. For instance, children have to learn to reach school at a given time—appear promptly at mealtimes—wash hands before meals—observe rules concerning climbing, use of fire, crossing streets or playing in streets, use of tools, care of own possessions, and many other routine matters. In these doings as well as other learnings children vary greatly both as to their speed of learning and also as to their willingness to learn. While it may be doubted that parents and teachers really succeed in teaching very much it is probable that they would come nearer their goal if they knew and used all that has been found out about

how to help children learn. How to arrange the material environment so that they really *want* to learn, and how to encourage and guide a learner in his choice and use of materials—these are things that can be taught, and adults who have children in their care should know them.

But even in desirable routines and habits there is a limit beyond which learning may be a handicap. There are children who have learned so well that they are unable to manage even slight variations in routine. They become so disturbed that they are unable to realize that the same ends may be achieved in different ways. They become unadaptable, and are really handicapped by what seems on first thought to be "good."

Children learn through interpretation of experience.

Much has been said about the use of praise and blame, of rewards and punishment, in efforts to answer the ever-recurrent question, "How do we learn?" Both mistakes and successes can be interpreted rather than blamed or praised, especially by the learner. Often the interpretations which are offered by adults are expressed in words which have little or no meaning for a child. At the same time, interpretations by adults are often offered when the learning child is either so excited by success, or so depressed or confused by failure, that he does not even hear what is said. A few adults have learned that in instances in which they control their own desire to talk, the learning child will interpret an experience surprisingly well. It is far more important that the learner attempt to interpret an experience than that he should hear the explanation of an adult.

Judicious questions or remarks are often more helpful to learning than long, involved speeches, however excellent the speech from the adult point of view. Careful, sympathetic guidance by adults is a factor in children's learning of far greater importance than the punishments or flattering praises that are often administered with the best of intentions on the part of a parent or a teacher. Children, like adults, are often so much disturbed emotionally by their experiences that they can neither hear the talk of adults nor talk themselves. Desirable learning is sometimes prevented by insistence upon talking about an experience at a particular time. How often an adult tells of some experience which is long past, and adds "This is the first time I have ever been able to speak of that." The despair of children who are forced to discuss at a particular time an experience which is fraught with emotion, is sometimes hidden behind a mask of indifference, callousness, or cynicism which calls out harshness or misunderstanding on the part of adults.

Children learn from hearing adult conversation.

The very heart of a fresh culture lies in the better understanding of how children learn. Each one of us needs to learn a loyalty to generations that have preceded us and to generations yet unborn. Loyalties are all learned. Just *how* they are learned is yet to be discovered. But it is known that men and women as well as children need and try to find appropriate objects of loyalty. Adult dissatisfactions with the conduct of government, of business, homes, schools, and churches have made difficult for children the learning of loyalties to those stabilizing though imperfect agencies. It is difficult to see how we can generate a feeling of warm, strong loyalty to an agency, an institution, or a process through continuous criticism, fault-finding and dissatisfaction. We need, therefore, not only an understanding of how children learn, but also an intelligent examination



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of our own attitudes and practices in the light of the conditions of life in the world today, and of the needs in our country for a vigorous and unified effort to provide conditions in which every child can learn to want that which is good, not only for himself, but also for his neighbor. While we may not know exactly *how* adult attitudes and practices are transformed and made a part of the life of a child, we do know that they are a part of the material from which the lives of children are built. Parents and teachers can take greater care concerning the quality of that material. Through their own learning they may gain the best insight into the way children learn.



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How *Parents* Learn

ADA HART ARLITT

EVERY NOW and then proverbs prove to be entirely correct. This is true of "never too old to learn."

Since Thorndike has proved beyond a shadow of a doubt that people forty years of age or even older are better than two- or three-year-olds there can be no excuse for grown people not attending classes to learn anything which interests them.

The word "interest," however, gives the cue. While children have to attend school or be followed up by a truant officer, there is nothing in any parent education program which insists that people attend its classes. They will come if they are interested, but it is evident that they will not continue to come unless material of interest is presented.

It has been demonstrated many times that in any learning situation we master the thing for which we feel a need. College students taking classes which are required but not in themselves vitally interesting learn how to take notes at the rapidest possible rate while at the same time they think about the newest date or the clothes which they are planning for the season or some other matter more exciting than the material presented. Grown people simply do not attend classes which do not interest them; hence there is no chance of their absorbing the material even in the most roundabout and indirect fashion.

Group study is sufficiently valuable to justify educators in reorganizing whole classes, if necessary, in order to bring out parent groups.

Young people may be content to learn from a book, but parents learn better when the material is set against a background of common experience. Nothing has been of more interest to parents than the discovery that their children

were behaving in exactly the same way as the children of their friends and neighbors. This they found out only when they met with others in groups discussing their common problems.

The modern mother has so few children that she rarely is able to see her child compared with other children of approximately the same age who have had about the same training. It is only when she gets into a group of mothers that she can tell whether or not her child is average, whether she is expecting too much of him, whether she is expecting too little (if this ever happens), whether the things which she feels serious are unimportant and will pass with time, and whether the things which she feels unimportant are so serious as to need severe correction.

IT IS possible to discuss the facts in many sciences from a purely textbook point of view. The facts of child behavior cannot be understood in this abstract fashion, nor are they even mildly interesting. Only the college student will permit psychology to be presented as a pure laboratory and abstract science. The parent demands that it be applicable and understandable in the terms of the behavior of the members of his family. This is a point in which adult learning differs materially from the learning of younger groups.

In a course on psychology, we should sum up what we have just said in the statement "The motivation is entirely different."

Parent groups must have material which can be used immediately. They are rarely content to learn facts which they will apply some three, five, or ten years later. A young group may be persuaded to master material by sheer repetition. This attitude is never found to be present in

parents who make up an ordinary learning group.

Material presented to parent learners should be carefully guarded. One cannot present half the question one week and wait until the next week to present the other half, for in the meantime the parent will have acted on the basis of the first half, only to find himself wrong when the second is brought out. This method of presenting one side of a question at a time may create an interesting learning situation for a group of college students. It may even provoke them to read more books and to argue outside of school. But it leaves the parent in a state of frustration. If there were such a word, we should say "frustration," for flustered and annoyed, even angry, would be the mother who had only half the truth, and later learned that she had made a mistake because of poor presentation of material.

In parent groups a large part of the education lies in the discussion which follows what a leader has presented. A sheaf of notes in a well-worded notebook is an excellent background for an examination, but rarely does it lead to adequate action. Full and free discussion, on the contrary, may find an outlet in what the person does when he goes home. A number of our educators have pointed out the fact that some of the finest parent education goes on over the back fence, by which they mean that the exchange of experience and advice between two or more grown people is the way in which some of the best education proceeds.

Young people may be willing to learn facts in any order in which they are presented. For the maturer mind, these facts must be organized to make a pattern. Only an immature mind can learn nonsense syllables and retain them. A group in which facts are presented in a hodge-podge should be entitled not "How Parents Learn" but "How Parents Forget," for the forgetting is somewhat more rapid than the learning.

In summary one might list some of the points to be kept in mind in parent education as follows:

1. The materials must be interesting and clearly presented.
2. Material must have some application to life and should be presented in terms of life situations.
3. Conclusions from research should be presented with such qualifying material as we have.

IF life is to be truly fruitful and creative, there is no age, no point in the life journey, when exploration and learning cease to be of value. The article here presented is inscribed to parents who refuse to limit their horizons, who through study and discussion are finding countless new opportunities for a rich and satisfying home and family life.

4. The work should be well organized and should have definite goals.

5. It should, as is true of all educational material, lead to definite activity. Nothing is learned until it is reacted upon.

6. All material should be presented with full and free discussion, since this not only clears up vague points but also enables the learner to have the result of other individuals' experience.

7. Group study is usually more valuable for adults than reading books even if these are well outlined.

In a word, parents learn things which are interesting to them more rapidly than do children; but unless the material is interesting, well presented, and leads to activity, the education will fail of its purpose.



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The Delectable Voyage

ROBERT P. TRISTRAM COFFIN

IT WAS going to be the finest voyage any boy ever took.

It was going to be the maiden voyage of the first boat Peter Winship had owned all by himself.

Peter had owned shares in other skiffs. But only small shares. His older brothers, when they were feeling good, had let him own a part in their different craft. He had been only seven or eight years old then, and everybody knew that was too young for a boy to run a boat by himself. They had let their younger brother practice on the oars. They had let him row them around the bay when they pulled their lobster pots. They had bossed him savagely as he learned to dip his oars just blade-deep, to use his back and legs and his mind instead of his arms, not to bite off too much of the bay at one stroke, and to take a marker over the stern and keep it there and row a straight course. They had been hard on him, but Peter had learned to row right. They magnanimously gave him all the rowing to do every time he was out with them.

But now Peter Winship was ten. His father had said that was old enough for a boy so good at the oars as Peter was to have his own skiff. So he had given orders to old Hen Purinton, boat-builder, over on Harpswell Neck, to build his son a fourteen-foot rowboat.

That had been about the time John Henry Woodchuck came out of his hole to see if he could see his shadow and, if he couldn't see it, to get ready for early spring house-cleaning. Or better still, tell his wife to get ready for it.

For six weeks Peter Winship had haunted Hen's boatshop every hour he could spare from school. He had seen his boat start from white pine boards in a clean room and grow until it was a curved and solid wonder lapped about by shavings that filled the boathouse knee-deep.

It was done. Peter's boat was ready. It was the first day of the March vacation. The geese were coming north in long wedges to tell people spring had come, though wind and snow were still flying. The skiff was

finished. And Peter Winship, standing by it, knew he was a man at last.

Peter had planned his first voyage from the time the boards had been chosen. He had invited the best friend he had in the world, William Getchell, to go with him on the voyage that would prove he was a man at last. He and William had saved every cent they could get from shoveling snow and sawing stovewood on Saturdays. They had bought a dozen eggs, a strip of bacon, a compass, a bag of flour, saleratus and cream of tartar for flapjacks, and a box of twenty-two shells for Peter's rifle. They had borrowed a lot of things, too—brother John's tent to camp out in on the way, nights, Peter's mother's frying-pan and her cookbook. Hen had turned out the oars and scraped them smooth as silk with the edge of a broken window pane. The two boys had lain on their bellies and made a map of their whole course.

From Hen Purinton's cove on the west side of Harpswell Neck to Oak-Tree Cove on Peter's farm was six miles as the wild goose flies in the spring. To get there by boat, though, it was twenty-six miles. For the coast was like teeth on a cross-cut saw, and long promontories kept going out into the Atlantic Ocean and coming back. As Peter Winship and William Getchell had planned the delectable voyage to manhood, they were going to travel seventy-odd miles. They weren't going to cut any corners. They were going to go up each bay to its narrowest head and coast down again. They planned to circumnavigate every one of the scores of islands on their way.

They were going to explore like Elizabethan free-booters, and comb the coast with a fine-tooth comb. They planned to camp out each night on some new wild island, do their cooking, and talk over the wonders they had seen. They were all set for a voyage like one of Sinbad the Sailor's. Each day was to be bright as a diamond. Diamond after diamond.

They were going to rush to Harpswell Neck the instant school was out Friday. They were going to help Hen launch the skiff, pack

LIVING on a farm is one of the best things a ten-year-old boy can do. But when his farm looks out upon the sea, so that in addition to all the adventures of woods and fields there is boat lore, and the long, long thoughts engendered by that silver horizon and salty-fishy smell—well, even the heart-aches of growing up are easier to take. In this issue Robert P. Tristram Coffin begins a series of some of his most delightful sketches. Young Peter Winship is partly a boy of the Maine Coast of yesterday—but mostly of all times and places where ever a boy grew up.



in their supplies, and set off into incredible joy.

They had not told their parents much about their plans. Just the bare fact that they were going to sail the boat around to Peter's farm. They had not told anybody how long they would be on the way.

They did not sleep more than six winks apiece Thursday night. They were up ahead of the sun Friday morning.

In fact, the sun never did come up where the boys could see it. It broke light into a day of wild wind, now from this direction, now from that. Gusts of rain lashed the roofs and bare trees.

Peter's heart sank to his boot soles. He sat glum and glowering through even the geography he loved, the geography that might stand him in good stead in his circumnavigation of all the Harpswell peninsulars. William was woebegone, too, all through the lessons. Maybe they would have to put off the delectable voyage. Maybe they would.

When Peter, with the woebegone William in tow, hove to at his yard in a fierce sputter of rain, he saw a sight that chilled him to the bone.

His brother John had the horses hitched up to

the cart-body and was waiting as if he was expecting them.

"All right, you boys. Get your stuff and jump aboard. Look alive!"

"Where you going?" quavered Peter.

"To Hen Purinton's. To get that skiff of yours."

"But we're going to bring it by water."

"Not by a jugful! Father says it's going to blow blue blazes for days to come. Too risky for boys your size to be on the water. So we're going to sail your boat home on wheels. Jump in."

"No, we won't," said Peter in a trembling voice.

"Where's father? You'll see."

"Father's gone to town. Told me to bring the skiff by cart. Orders, Pete. All aboard!"

THE SKY came roaring down on the earth and broke all into gray pieces. There were only fragments of it in the mud around two damp and bedraggled boys.

They went to the woodshed and got their dunnage. They got it all. There were three armfuls of it apiece. They climbed aboard themselves and crept under a corner of the tent. Maybe it was mechanics they couldn't help going through.

Maybe there lingered in Peter some forlorn hope the weather might clear or the wind lift, or William and he might even make a last dash and escape John and the cart with the boat at Hen's. Anyway, they had all their gear. John started up the horses, and off they rolled.

The boys sat in the gloom under the canvas and listened to the rain tapping overhead. They both felt like crying. Maybe they did cry a little, for neither one of them could see the other in the ruins of their adventure. And they had no pride to keep up.

Peter felt something damp and soggy underneath him. It was the bag of flour. The rain had wet the bag. The bag had burst. Peter did not care if it had.

IT WAS a mockery of a launching at Hen Purinton's. Hen and John ran the skiff up on the cart. The boys transferred their cargo to the inside of the boat and got in. John furnished the last touch of mockery. He rigged the tent up on a leaning oar like a sail, for them to get under.

"There! You little fellers can camp out all you want to as we go along. Giddap, Tom! Giddap, Dan!"

They splashed off in the rain with Hen Purinton grinning and showing his tobacco-stained teeth.

Sailing the maiden voyage on wheels! Peter sat on his damp cushion of flour and looked out at the land with misery in his eyes. Maybe the sun would appear over the world again. But just now Peter doubted if it ever would.

After a while, they were passing the Smith place. A dull, drab farm, where nothing ever happened but sawing wood and digging potatoes. And out on the bay, where they should have been by this time, wild forests were tossing branches on the sky, and anything wonderful might happen in a second. A buck-deer might come down and stare at them. An arrow of vast gray birds with rings around their necks might slant suddenly over them on whistling wings.

And just as Peter gazed at the Smith barn that he knew as well as his own, the roof lifted right up and vast ugly red flames leapt up into the windy sky.

John went over the cartwheel in one spring. Peter and William followed. They heard cows lowing dolefully as they ran, and horses kicking madly in their stalls.

At the Smith barn everything was a bedlam. Mr. Smith came out hanging by each hand to a headstall on a rearing horse. John threw his coat over one horse's head, and Peter tore off his and gave it to John for the other. Mr. Smith got the horses out. But one of them, the minute his eyes were uncovered, ran right back through the fiery doorway again. They heard him squeal as the fire took

him. Neighbors appeared out of nowhere. Lines were formed, and pails of water handed along hand to hand. People did what they could. They ran the mowing-machine out and the hayrack. Mrs. Smith ran in and saved a pail that had no bottom in it. Everybody laughed. The Smith grandmother was sitting out in the rain on the rocking-chair she had saved and was rocking back and forth as hard as she could go. A big man with an axe broke through the tie-up's end, where the manure-window was. He ran in and untethered the cows. Cows poured out to safety. When they were all out, Peter ran in. He did not mind the men who were shouting to him to come back. Pieces of the roof were dropping around him afire. He knew what he was after. He heard the calf bleat in the smoke. He found him and set him loose. The little fellow bolted out, dragging Peter by his neck-strap to safety. The calf had a star in his forehead. His name was Star. He was a friend of Peter's. The boy put his arm around the calf's neck and patted him and got him quiet.

Just then the whole roof fell in. The flames stood up higher than the elms. The walls of the barn buckled in on one another, and they fell, too. The flames got lower, and men could stand by them without covering their faces with the crook of their arms. The men on the house's roof with pails stood up and rested. The house was saved. They carried grandmother Smith in, chair and all. The yard was full of cows and pigs and hens, milling aimlessly about. It was all over.

John gathered up the boys, and they all went back and got into their boat and rolled off on their way again.

Peter ran his hand over his hair. His cap was gone for good. His hair was singed a bit at the top. He thought of his friend the calf. The voyage was turning into something after all. Both Peter and William smelled awfully of smoke on their clothes.

IT WAS dusking time when they got to the old Trefethen place. Some family had moved in there lately. Peter wondered if they had any boys he might make friends with. Their name was Corey or something. He hadn't seen any sign of boys.

They had a girl, though. For just as they came downhill to Buttermilk Creek, there was a girl running along the water and waving both her arms. It wasn't play, either. John pulled up. The two boys sat up wide-eyed in the boat.

The little girl was pointing at something out on the flooded stream. There was light enough to make out what it was she was pointing at. It was a basket, and a big doll was sitting up in it with her white cheeks and floating down the creek to sea. It was too far out to wade for it.

"Launch the boat," said Peter. He was quite calm.

John took his orders quickly. He got down gravely and took hold of the boat along with Peter and William. They ran the skiff off over the tail of the cart. Three more shoves, and she was over the bridge's side and on the water. It was Peter who went off in her. It was his voyage. He was alone in his glory. The boat rode the waves like a young Peking duck. In a few strokes with the oars, Peter was alongside the doll that had gone adrift. He reached over carefully and retrieved the puffy-cheeked damsel without wetting her face or hair. Her shoes were beginning to go adrift on her. She was all right otherwise. He took in the basket. Then he rowed ashore to where the girl was waiting. She had long golden curls.

PETER was suddenly awkward. He did not feel like a ship's master any more. He took a long time getting out of the boat. He handed the doll gingerly to the young mother. He saw how the girl's eyes were as blue as the doll's. That made him awkwarder than ever. All at once he remembered his whitened seat in his breeches. He

stepped backward along the boat keeping his good front to the girl. But he misjudged where the seat was. He tripped and went over backward, feet up. The girl saw where the flour was, after all.

John laughed loud up on the bridge. And William laughed, too. But the girl didn't. She cried out, "Oh, did you hurt you?"

"No," said Peter. "I'm all right."

He got up and rowed away as fast as he could go.

Maybe not one girl in a hundred would have acted so thoughtful. Peter was glad the Trefethen place was going to have such nice people on it.

They loaded the skiff aboard and drove on in the thickening dusk. Peter's boat had been on her maiden voyage, after all, and she had carried her master to a fine adventure and carried a good cargo.

When they came to the lamplighted windows of home, Peter felt as if he had been a quarter of the way around the world. He sat up straight on the seat as the boat rode into haven on wheels.

And Peter was sure he was a man.

Where I Took Hold of Life

*Wild roses have reclaimed the field
Where I took hold of life
And guided my first plow along
Like a silver knife.*

*The brown thrush sings without a break
Where I turned to a man
And stepped out straight into the world
Behind a lurching span.*

*The clay was too uneven there
For him my father hired
To go with reins looped on his neck
And plow as he desired.*

*"Suppose you hold the handles, Son,
And try to keep her straight."*

*The two halves of the universe
Rolled back and made a gate.*

*And I went through with desperate
Bare toes that scored the clay;
No woman yet has made my heart
Beat as it beat that day.*

*When I turned at last and saw
My furrow running true,
My head was higher by a hand,
So fast my thigh bones grew.*

*The wild rose and the thrush may take
Their field, and welcome, now;
It made its man, and it may rest
Forever from the plow.*

By Robert P. Tristram Coffin
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MOST best-selling adult fiction is based upon the principle of identification. Women often identify themselves with a heroine whose white-porticoed home amid the oleanders, colonial mansion in old New England, or country estate in pre-blitzkrieg England represents some fond Utopia.

Male readers, to a lesser extent, picture themselves as Anthony Adverse, Napoleon, or some less banal and extrovert character.

Children, of course, are far more likely to identify themselves with fictional characters than even the adult reader. Every small boy who has the chance becomes Tom Sawyer, Robinson Crusoe, Jim Hawkins. In recent years he is all too often Superman or Dick Tracy.

Obviously, the principle of identification, which is the strongest attraction in literature, can be a power for good or for evil. It can cheapen or enrich our lives. It can promote good or bad behavior patterns. It can make us gunmen and gangsters or cultured human beings. And it can produce a liberal, livable democratic world or a ferocious Fascist society.

A little less than a year ago we wrote an attack upon the "comic" magazines which, in our opinion, are furnishing a pre-Fascist pattern for the youth of America through the principle of emulation. Forty newspapers and magazines have republished that editorial; requests for reprints still average nearly one thousand a day. This would seem to indicate that a thoroughly aroused America approved our sentiments when we said:

VIRTUALLY every child in America is reading color 'comic' magazines—a poisonous mushroom growth of the last two years.

"Ten million copies of these sex-horror serials are sold every month. One million dollars are taken from the pockets of America's children in exchange for graphic insanity.

"Frankly we were not perturbed when we first heard about the rise of the action 'comics.' We imagined (as do most parents) that they were no worse than the 'funnies' in the newspapers. But a careful examination of the 108 periodicals now on the stands shocked us into activity. At least 70 per cent of the total were of a nature no respectable newspaper would think of accepting.

"Save for a scattering of more or less innocuous 'gag' comics and some reprints of newspaper strips, we found that the bulk of these lurid publications depend for their appeal upon mayhem, murder, torture and abduction—often with a child as the victim. Superman heroics, voluptuous females in scanty attire, blazing machine guns, hooded 'justice,' and cheap political propaganda were to be found on almost every page.

The Antidote

EXCITEMENT is the meat of the young. Among our children's earliest loves are giants and monsters, savages, robbers, pirates, and bold adventurers generally. We would not deny them their meat. But shall we not see to it that the meat is free from poison? Here is one more responsibility for parents and teachers: to watch the output of the press and constantly seek to raise the standards for children's reading amusement—to open up to children themselves the equally thrilling adventures that lie in the world's treasure house of books.



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"The old dime novels in which an occasional redskin bit the dust were classic literature compared to the sadistic drivel pouring from the presses today.

"Badly drawn, badly written and badly printed—a strain on young eyes and young nervous systems—the effect of these pulp-paper nightmares is that of a violent stimulant. Their crude blacks and reds spoil the child's natural sense of color; their hypodermic injection of sex and murder

e for Comics

STERLING NORTH

make the child impatient with better, though quieter, stories. Unless we want a coming generation even more ferocious than the present one, parents and teachers throughout America must band together to break the 'comic' magazine.

"But, of course, the children must be furnished a good substitute. There is nothing dull about *Westward Ho!* or *Treasure Island*. Sinbad the Sailor didn't need spinach to effect his feats of strength. The classics are full of humor and adventure—plus good writing. And never before in

"But the antidote to the 'comic' magazine poison can be found in any library or good bookstore. The parent who does not acquire that antidote for his child is guilty of criminal negligence."

From now on our emphasis should be on the antidote rather than the poison. Through the substitution of good literature for the trash which the children have been reading, we can stir the deepest feelings and emotions, contribute positively to active human experience, and help the children to identify themselves with fictional characters worthy of the name. It may take a little intelligence and labor on the part of parents and teachers, a little self-sacrifice in the matter of evenings spent reading aloud. The transition will be difficult unless we choose sufficiently exciting and colorful material as our first step in the major mutation.

IT IS surprising how many children will quickly prefer Sir Walter Scott, Robert Louis Stevenson, Daniel Defoe, Charles Dickens, and Mark Twain, if given the chance. Try Carl Sandburg's *Abe Lincoln Grows Up* or his *Rootabaga Stories*, and watch your youngsters sit up and take notice. Share the adventures of *Lassie* (by Eric Knight) with your seven- to twelve-year-olds and see them fight the battles, suffer the defeats, and win the victories of the most sensitive and lovable collie in English literature. Learn by heart some of Edward Lear's best nonsense rhymes, the satirical verses from Lewis Carroll's *Alice in Wonderland*, the whimsical jingles of A. A. Milne, or the sensitive lyrics of Elizabeth Madox Roberts.

Family recitation in unison may be a lost art, but all of my brothers and sisters before the age of five could recite "The Lady of the Lake" or "Marmion" from first line to last and did so with gusto.

The spoken word has become a hostage to fortune. We have delivered it signed and sealed into the hands of the morons who do most of our radio broadcasting, the political orators whose aim in life is to befuddle, and the movie stars of various degrees of skill and talent.

To revive the magic of the family circle, we must revive the custom of reading aloud, of family theatricals, of the family study group. Through the vicarious experiences which we may share in the great works of literature we can prepare our children for the world into which they will soon be stepping. We may lighten the terror of their defeats, augment the chances of their success. We may infinitely enrich their world through contact with the greatest minds of all time.

The chances of Fascism controlling the planet diminish in direct proportion to the number of good books the coming generation reads and enjoys.



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the history of book publishing have there been so many fine new books for children, or better edited children's magazines.

"The shame lies largely with the parents who don't know and don't care what their children are reading. It lies with unimaginative teachers who force stupid, dull twaddle down eager young throats. And, of course, it lies with the completely immoral publishers of the 'comics'—guilty of a cultural slaughter of the innocents.

Editorial

CONSUMER EDUCATION AND NATIONAL DEFENSE—HARRIET ELLIOTT

AN EFFECTIVE program of total national preparedness requires security in everyday living as well as in coastline fortifications, reinforced human defenses as well as an expanded Army and Navy.

Employment and national income are increasing in the course of expanding industrial activity which is resulting from the need for military equipment and supplies. Increased consumer purchasing power has not caused a general rise in living costs as was predicted in some quarters. Up to the present time, the cost of living for the country as a whole has been maintained approximately at pre-defense levels. Major items in the consumer's budget are not averaging substantially higher in most communities than before the defense program started. This is a condition we must seek to preserve, while realizing that some price rises may be unavoidable because of shortages in materials or capacity.

In order to maintain living standards by preventing spiralling prices in consumer commodities, production of goods must keep pace with consumer demand. We must direct our ingenuity toward keeping up production through the most efficient use of existing capacities and through the expansion of such capacities as far as our resources will permit and as far as is consistent with defense requirements.

In the ordering and purchasing of defense materials, the Government is seeking to weigh both military and civilian requirements in order that neither may be interfered with unnecessarily.

The Consumer Division and the Price Stabilization Division of the National Defense Advisory Commission are watching for unjustified price rises and speculative practices. The retailing and wholesaling industries are trying to prevent such practices from developing.

But in addition, proper protection of living standards also requires that consumers help themselves.

Although consumers as a whole have more money to spend, many individual family incomes will not expand. Even for families with increased incomes, efficient spending becomes more and more important. Therefore the buyers for our thirty-million families have a responsibility to shop wisely, to ask for more information about goods, to watch for hidden reductions in quality, to resist unwarranted price increases, to learn to use substitutes where sharp price rises occur.

Unfortunately, too many of us do not even use the tools which are available to help us. The National Bureau of Standards, it is estimated, saves a hundred million dollars a year for the Government by using scientific purchasing methods. Similar methods are available for the use of individual consumer-buyers from many agencies, governmental and private, to help the consumer protect his health and his pocketbook. The success of these agencies can be measured only by the extent to which they are used.

IN THE job of building our home-line defenses, there are many tasks for the hundreds of thousands of mothers and teachers who are members of the National Congress of Parents and Teachers. Through organizations and as individuals, all of us can participate in the national defense program.

All of us are purchasing agents, either for ourselves or for our families. Let us buy more efficiently, seek more information about products, uses, and alternative commodities. Let all of us make sure our families are receiving a proper diet, with adequate amounts of protective foods. Organizations and individuals can work for better labeling and standards in consumer goods, and for improved legislation to guide and protect consumers. Study groups can emphasize information on economic situations as they affect daily living.

The National Congress of Parents and Teachers has a fine record of achievement in helping thousands of school children secure hot lunches. This program can be expanded. There remain a great many undernourished children in our schools. The school lunch program is lacking in some of the very schools which need it most.

Better nutrition education for mothers and children and better use of surplus foods can make a substantial contribution to both family welfare and national defense. Only a few cities have a low-priced milk program for undernourished school children and low-income families.

These are jobs that need to be done on the home-defense front. In addition to discussing with our children the essentials of an effective democracy and the implications of the defense program, we can, in these and other ways, give concrete meaning to democracy's benefits. In a total defense program, consumer education can be used to help government protect consumer welfare and, more important, to help consumers help themselves.

Modern Way to Citizenship

MORRIS R. MITCHELL

SOMEONE once asked Dr. Dewey to describe what he believed would be right religious education. His reply was, "Any education that is fit to be." He was regarding religious education and moral education as one. Now we are asking this question, "What is the right curriculum for teaching citizenship?" In this question one is weighing the whole school program. For citizenship is not a pigeonhole-like compartment in a person's character. Citizenship is but one viewpoint from which to contemplate the whole personality. Sound citizenship involves total development. It calls for the highest degree of mental, physical, moral health.

This concept of education for citizenship demands a considerable revision of our traditional school program. Such revisions are now being made at a rate that has been accelerating. At the moment, the national concern for the internal strengthening of democracy as a necessary phase of the total defense program is spurring such changes as never before. There are now dramatic instances in rural and urban communities alike that reveal not only courage but great insight.

There is pretty general agreement that schools have been too academic. This tendency has come as an escape from deeper responsibilities which the schools have not known how to meet. Moral education has been left to Sunday school and church, and their instruction has been mostly verbal. Schools have confused the teaching of civics with the teaching of citizenship. For some years they have tried to re-enforce church work by various forms of character education. But most of these efforts have been ineffectual. They have attempted to develop specific moral qualities, as honesty, thrift, patriotism and the like, through preachment, ritual, ceremony, song. But little was done that involved the whole being of the individual as it expanded through contributing to group purposes or pursuing a felt purpose of one's own.

Most of our citizenship standards have come directly from life experiences outside the school or from their reflection within the school. To boys and girls there has come, in varying degrees, an understanding of the chicanery and the nobility that enter into the makeup of the public being which is America. Through table conversation, overheard remarks, and newspaper reading they

SHINING through the mist of conventional ideas that enwraps the school of hallowed tradition is the radiant concept of education for life—not a new concept, to be sure, but freshened and vitalized by a new translation into the language of curriculum building. No longer is there a great gulf fixed between school and "outside world." Instead, tomorrow's citizens are meeting real community, state, and national problems and learning how to solve them. Such is the course of the modern way to citizenship, as here illuminated in the seventh article of a series based upon recent findings of the Educational Policies Commission.

learn what our standards are, and we elders must admit that these standards have been handed on without as much improvement as should have been contributed by a supposedly wiser generation. The very set-up of our schools with their emphasis on extraneous rewards and punishments (such as grades and demerits and badges and prizes, suspensions and expulsions) has reflected unquestioningly the excessive emphasis on such rewards in our overly competitive living—a method which is revealing its inadequacies in individual and family tensions, in extreme nationalism and the resulting world-wide conflagration. We face today an unparalleled need for sober thinking and vigorous action as we try to devise a program for teaching citizenship—really teaching it, in this deep sense of preparing men and women to live together in harmony with one another and in harmony with the laws of the universe.

Characteristics of Modern Education

WHAT KIND of a program? The direction is becoming clear through the satisfying efforts of pioneers the nation over. Their programs vary widely. But in this respect they are alike: citizenship is seen as a lifetime experience. The quality of an individual's citizenship is judged not by the glibness of his verbal answers to textbook questions but by the manner and degree of his participation in group living on all levels. Citizenship is seen as a responsibility that begins with early human contacts and ends only with life itself. In these schools of tomorrow children learn to be citizens by being citizens.

Another characteristic have these programs in

common. The range of activities is increasingly broad, and involves in many instances prolonged physical effort which is seen by the student to be necessary to an individual or group purpose and to be related to academic studies. Schools used to aim almost solely toward professional careers. It is hard to guess what might have happened if many students had not, naturally enough, dropped out. In this nation and others some cities turned out thousands more than could be used of graduates who were equipped only for mental work and actually looked down on manual labor. It is seen now that neither of these is an end in itself. Both have their place in total, purposeful experience.

Education for citizenship, then, is education through mental and physical work that is useful in balanced degree for the individual and society. As this concept throws light on the past confusion of conflicting opinions and clearly illuminates the way, there is a great surge of interest and effort in the direction of genuine citizenship training. After years of frustration, youth is making its own way out of futility by this sound, hopeful, creative path of *helping to make* the world which it is to inherit and direct. In proportion to their maturity they are engaging in helping to solve problems incident to poverty, crime, disease, ignorance. The National Youth Administration has greatly stimulated this movement. It has sharpened fundamental thinking and has set out some relatively new patterns of action.

The program of the Civilian Conservation Corps had its origin in the great need of youth to be about repairing the nation so soon to be its own. In filling and planting the gullies of yesterday, in setting forests on wasted land and tending and protecting abused forests, in terracing and seeding fields, they have been learning the deepest meaning of citizenship by helping to create fertile fields and productive forests for tomorrow.

Other groups, such as the American Friends Service Committee, and Work Camps for America, have been contributing vigorously to this youth movement toward citizenship education through socially useful work. All have emphasized the need for relating thinking to doing, study to action.

A Curriculum That Educates

THAT SCHOOLS are responding in this movement is clear. A number of evidences have been listed in the Educational Policies Commission's *Learning the Ways of Democracy* and in Hanna's *Youth Serves the Community*. Illustrations are drawn from the now well-known instance of the Benjamin Franklin High School in our greatest metropolis, and, at the other extreme, from the Holtville High School in Alabama where one must hunt for the community. In the former, boys and girls have turned abandoned stores into club rooms for various right needs and otherwise are attacking the problems which result from the



nature of that community with its multi-crossing of many cultures. At Holtville the boys and girls are free to move among and to take part in a variety of activities, provided they keep a record of their time and consider with teachers the suitability of their work to agreed-on objectives. They may clerk in the school store, or go to the science laboratory to prepare various items for sale in the store, such as mouthwash, toothpaste, shaving soap, shoe polish, and deodorants; work in the school bank or engage in other work of the commercial department; resort to the library for needed help in some problem or to read for enjoyment; paint in the studio; work on or with the school-owned tractor; repair to the well-equipped recreation room; use the school's power sprayer and pruning tools in caring for a farm orchard; practice for or play in the school orchestra or band; help operate the hatchery or the cold storage locker plant; work in the school shop, help in the smokehouse; assist in preparing meals; work in the four-acre arboretum; join in athletics; work in the barber shop or in the beauty parlor, or be a customer in either; or attend any of the meetings expressly designed to prepare one to enter the college of his choice.

In the community of Allsboro, Alabama, the school principal has initiated through the parent-teacher association a remarkably comprehensive community building program. Accepting the necessity of reinvigorating democracy through applying the methods of science to its deep-seated problems, Allsboro is attempting at the same time to fulfill its part of the Colbert County Five Year Plan. This plan has these as its general purposes: (1) live at home, (2) build our soil, (3) increase acreage per farm, (4) add new sources of income, (5) increase our cotton income. Under each of these general purposes are specific objectives. For example, under the first (live at home) are these: (a) grow an ample year-round garden, (b) keep a milk cow, (c) grow hogs, (d) keep chickens, (e) have well-developed permanent pastures.

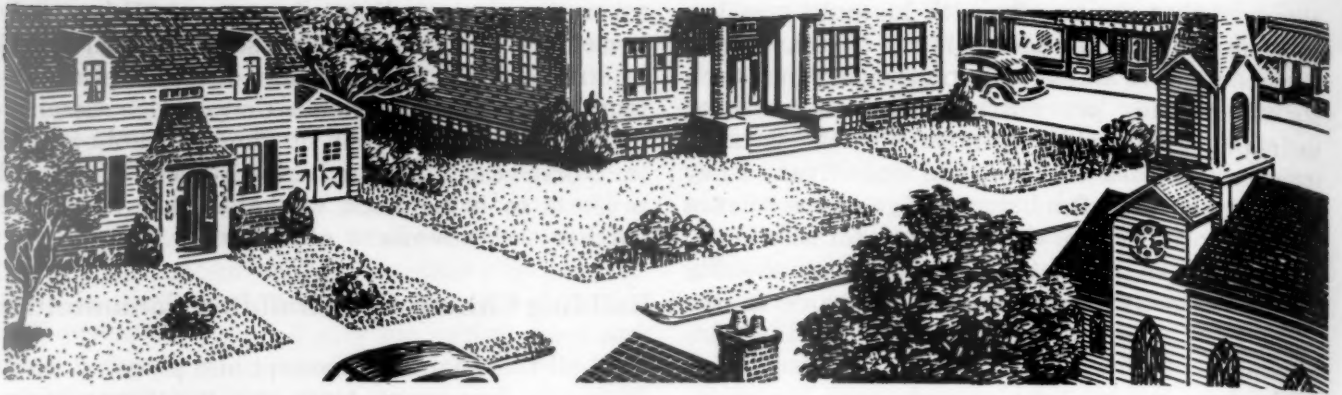
Following closely this county plan, the community of Allsboro has set up its own comparable program based on a careful study of the existing conditions. Thus under "1 a" (that is, growing year-round gardens as part of the live-at-home program), it has been found that thirty-two families in the community have no year-round gardens. At the moment these thirty-two families should have at least the following vegetables growing: collards, winter cabbage, turnips, and onions. Similarly, thirty families have no milk cow; twenty-five families have no hogs; seven families are without poultry; eighty-one families have no permanent pastures. Specific measures are being

set up to overcome these shortages in this purely agricultural community. The school principal and leading citizens are visiting such pioneer communities as the Macedonia Cooperative Community in Georgia, the John C. Campbell Folk School in North Carolina, and subsistence homestead projects to bring back workable ideas that will further the community objectives.

Building Citizens by Rebuilding Communities

In all this change of concept and program there is clearly movement from an almost purely intellectual education to one that involves the whole self and the whole group and the group's relation to the community in the broadest sense. Instead of bringing the world into the classroom, there to dramatize it in book, and picture, and song, and play, and speech, and even in work, this newer education is venturing out into the world and meeting real problems where they are. In the little town of Waterloo, Alabama, the teachers have banded together to organize and conduct a study-action program based on local needs. Through months of related thought and work covering problems of health, and housing, and clothing, and scientific agriculture and what not, the students and teachers have gone out like an army of peace, equipped with paintbrushes and paint made chiefly of red oxide of iron and burnt motor oil at a cost of a few cents a gallon, and with hammer and saw and shovel and trowel, to paint houses and barns, to whitewash fences, to create permanent pastures where community eyesores had been, to landscape homes, to paper walls, to redecorate the church, to repair and refinish the furniture, to lay concrete walks, to make furniture for homes and to encourage the citizens to do their full share in elevating the quality of living in that community. This group has most helpfully altered the appearance of the town. The work continues. We shall see in time what fruit such intelligent effort will have.

But there is no longer question of movement or direction. The American schools are launched on a vigorous and promising career from which the smaller value will be the material accomplishments, the greater value the building of alert, high minded, cooperative, and knowing citizens. On the one hand we have a sea of problems. That sea is so vast and so black with depth as to be of necessity alarming. On the other hand we have millions on millions of school youth, willing and unafraid. To those who bear chief responsibility for the direction of our government may we as parents, teachers, students quote the old command: "Let down your buckets where you are."



Children and Democracy

JOHN E. ANDERSON

OUR democratic society is founded on the principle that each individual has rights and that he can be trained in childhood to live with others without abusing those rights. But rights also involve obligations which are to be met voluntarily. Hence, any training program is concerned, not only with the negative aspect of what is due the individual from society, but also with the positive contribution that he makes to society.

A democratic society assumes that each makes his contribution in his own way—in other words, that there is no single way of solving all problems to be imposed from above, but rather a common approach that can grow out of diversities in point of view and background. Through the interplay of individuals and joint decision this common way is to be found.

Since the springs of action and the attitudes and ideals which make possible so many diverse and valuable contributions to democratic living are found in home life, democracy stresses the importance and protection of the home and family. Our problem, then, is one of seeing how each family can preserve the individuality of its members, and at the same time build in them the capacity to work for common social purposes. Practically we should seek:

1. To develop in children and youth the capacity for decision and choice by giving them responsibilities and opportunities to develop self-reliance.
2. To give children and youth experience in group discussions, family councils, and committees, at which practical principles of action are worked out, in order that they may learn to work with others for common purposes.
3. To expose children and youth gradually to situations of greater and greater complexity and

of greater vigor in external demand, in order that they may acquire persistence and hardihood to work for both personal and group goals. This would produce the independence of thought and of action necessary for life in a democratic society, and is the opposite of the procedure in a totalitarian society, in which the individual is trained to become completely dependent upon one leader and to identify himself emotionally with that leader.

4. To develop within the family circle and school clear formulations of democratic ideals and of the manner in which they may be attained. In a democracy, because we have the right to criticize and be criticized, we often go too far in being critical and censorious in the presence of younger persons of what has been or is being done. As a result, children lose confidence in the democratic process and look elsewhere for ideals and goals. The growing person needs ideals and examples that he can admire, and substantial amounts of positive and purposeful stimulation.

5. To give all children a clear realization that obligations and rights are interrelated. It is not enough for the child to have the world come to him—he must realize that he must give in return.

6. To substitute for mere lip-service actual demonstrations and examples of democratic practices and acts in our everyday lives. A good example that can be admired and imitated is much more powerful than any precept.

If we are to do these things, we must modify the approach of parents to children and youth; many attitudes, ideals, and goals come from the home. The importance of the parent as an interpreter of life and as a source of inspiration to his children should be clearly realized.

Projects and Purposes

BY NATIONAL CHAIRMEN

THE INTELLIGENT citizen is safe. He knows that his personal safety under a very wide variety of conditions—as he walks, drives, swims, builds a campfire, works, and performs many other acts—is dependent upon his own knowledge and skill. He makes a consistent effort to acquire the knowledge and skill essential to satisfying and safe performance of all the work he is required to do and all the recreation he selects.

The intelligent citizen is aware of his responsibility for the safety of others. He knows that the way in which he drives his car and takes care of his clothing and tools, stokes the family furnace and stores the kitchen knife, may endanger strangers, friends, and members of his family alike. At work or play he performs each task so that he and all of his associates are safe.

The intelligent citizen realizes that the national toll from accidental deaths and injuries represents a complete social loss. Accidents contribute nothing but suffering and expense to home and community life. They cannot be credited with removing the less fit from society! They took 96,500 lives in the United States last year, injured nearly 10,000,000, cost three and a half billion dollars. Accidental deaths among men in the selective service brackets—twenty-one to thirty-five years—equaled the destruction of a full army division!

Safety is an integral part of present-day social science and citizenship courses. The training in citizenship of an increasing number of children and youth includes training in safety. Those of us who did not receive such training in our own school days have the definite responsibility of securing it now so that we may be as intelligent and safe citizens as our juniors!

MARIAN TELFORD
Safety

ONE OF the liveliest discussions it has been my privilege to hear for some time was in a recent rural parent-teacher association

meeting on the topic of "youth." It was evident that in this and neighboring communities some hurried marriages had recently taken place. This state was one which requires a lapse of four days between the issuance of a license and marriage. But even four days seemed too long for some of the young people, and so they were slipping across the near-by state line and eloping.

"Only last year," one mother commented, "we had a lengthy discussion on preparation for marriage, with delayed marriages being our greatest worry. Which is the lesser evil—hurried or delayed marriages?"

"It's the same old story over again," commented another. "At the time of the last war the same thing happened. Not knowing what the future held, we snatched at every bit of happiness immediately at hand. I was a war bride, and I have never regretted it."

"Yes, but to judge from the number of divorces, the marriages of our generation have been none too successful generally," added one of the fathers.

And so on and on went the discussion, as it has probably been going on in countless homes and communities—for the defense program has, in the last few months, speeded up the marriage rate one-third. Out of their deliberations, these rural P.T.A. members came to the conclusion, as have doubtless many others, that whether their sons and daughters were facing the probability of hurried marriages, delayed marriages, or more desirably paced marriages, there were still valid fundamentals in preparation for marriage. Frequent social contacts with not-too-limited a number of the opposite sex and under the most favorable auspices remain one form of safeguard; as do also attitudes, built up over the years of childhood and youth, of discrimination in the choice of a mate. And along with these go a sense of responsibility, a knowledge of budgeting and homemaking, as well as the other familiar considerations

IN THE second series devoted to parent-teacher "Projects and Purposes," the National Chairmen have discussed their committee work in terms of its relationship to themes selected by the Special Committee to Correlate Parent-Teacher Activities for Promoting Democracy. "Intelligent Citizens" is the last of this series. Beginning next month, National Chairmen will contribute to a similar symposium relating their particular committee work to the National Congress program on total defense as outlined in a recent statement adopted by the Executive Committee.

likely to make for permanent and happy marriages.

The American system of marriage and courtship allows the individual the greatest free choice of any in the world. But, as in all manifestations of the democratic way of life, freedom imposes a corresponding responsibility. Here too American youth must show its capacity for intelligent citizenship.

WM. MCKINLEY ROBINSON
Rural Service

I HAVE JUST read a story of two boys from a totalitarian country who set out to climb an all-but-inaccessible peak in the Alps. There was a route, itself tricky and difficult enough, by which a hardy climber might possibly reach the top. But these lads had set themselves, instead, the task of climbing up the sheer face of the mountain. Why? For the glory of claiming the conquest of that peak, in the face of fanatical difficulties, for their state. Their single-minded discipline enabled them to make heroic progress up the ice-wall; but before they reached the top, both slipped and fell to death in the crevasses below—two unreasonable sacrifices to an ideal in itself unreasonable and fruitless.

As such stories come to us, our immediate reaction is to be overwhelmed, first by pity and anger that young minds and bodies are being so twisted from their normal destinies—and second by fear as we comprehend more and more what the world may be tomorrow in the hands of a citizenry brought up on such philosophies. But as intelligent citizens of a democracy, our rational reaction must be a determination to oppose the totalitarian philosophy of education with a philosophy of demo-

cratic education which will build citizens tomorrow equally strong, equally devoted, but superior in the great force totalitarian education lacks: an intelligent sense of human values.

The ideal of citizenship education has always been implicit in the American school system. But it is only recently that we are coming to realize that school education as a whole—every study and activity—must point the way toward the achievement of effective citizenship; that it is only in a program of total education for democracy that we can compete with totalitarian education against democracy. And American education is today coming to grips with this problem in a comprehensive way. Schools the country over are becoming laboratories in which are being determined the best ways of building the best citizens. We are learning how to instill democratic principles that will carry over into home life, community life, national life. The most recent development in this field has been the provision of projects and activities which give youth an opportunity to share in the work of the world.

These findings and experiments require the wholehearted support of laymen and educators alike in order to be translated into nation-wide practice. Teachers must be so trained, and schools so administered, that teachers themselves will be brought to appreciate fully these democratic ideals and practices which we value and are trying to inculcate upon the youth of the nation. Parent-teacher associations can render a direct and vital service to America by helping advance the school's program of citizenship education.

CHARL O. WILLIAMS
School Education

THERE are those who in the name of national defense would divert funds from the schools. But actually, public education needs more, not less, money under these emergency conditions. Education has always been the first step in equality of opportunity. . . . This same fundamental principle holds true for the necessary expansion of other community services—those, for example, in the fields of health, recreation, social services. If we were sure that our defense efforts would be needed for but a few months, there might be some excuse for neglecting the services which we have found so essential for maintaining wholesome community life. But we have no such assurance. The only assurance we have is that democracy is never safe. It is in greatest danger from the apathy of those who live under it, or from their lack of skill to live by tolerance, justice, and freedom. The long vision tells us to guard jealously the social advances we have made. It tells us to guard jealously those institutions which insure our children well-balanced mental, physical, and emotional growth.

MRS. WILLIAM KLETZER
From Founders Day Radio Address



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The New Baby

*This is the seventh
article in the parent-
teacher study course:
Beginnings with
Children*

HAROLD H. ANDERSON

MRS. HUTCHINS was having a terrible time with John. John was seven years old. His baby sister was born a month ago. Two days ago John had poured a cup of vegetable soup on the baby's head. It was unsafe for Mrs. Hutchins to leave him in the same room with his baby sister.

Her neighbors told her that it was just another one of those cases of jealousy they had all heard about. Mrs. Hutchins could not remember just what any of her friends had done about their problems of jealousy over a new baby. Besides, none of their children had been like John.

Before the Hutchins' baby was born, the whole Hutchins family, including John, had been enthusiastic about having a new baby. The parents had wanted to "share" the new baby with John. They had wanted to build up in John an attitude of "sharing" with the new baby. They had given money to John to buy simple toys of his own selection, some for himself and some for the new baby. Of his own accord John had taken certain ones of his own toys and had set them aside in a large box which contained things they were assembling for the new baby.

The day before his mother went to the hospital, John had asked for a dime. Upon inquiry by his parents, he explained that he wanted to buy a can of baby food. If they were going to have a baby they ought to have baby food in the house when

the new baby came. To the mother this request seemed to be a simple child-like expression both of sympathetic cooperation and of logical foresight in anticipating the baby's later needs. She gave him the dime; John made his purchase; and the can of strained vegetable soup was placed with the toys in the box for the baby. When Mrs. Hutchins went to the hospital, it was with great delight and complete satisfaction that she regarded John's attitudes toward having a new baby in the family.

How much can happen in a month! Mrs. Hutchins was bewildered. Like any mother, she had had many things to think about, both before and after the birth of her baby. Looking back over the month she could see a complete and disappointing change in John, though she could not say whether this change had come about suddenly or by degrees.

SINCE COMING home with the baby, Mrs. Hutchins had been busy with baths and breakfasts, with laundry and supplementary feedings. After a couple of weeks, however, she had begun to arrange these additional duties into a set of routines. Thus one morning she found herself caught up with her schedule; she actually had fifteen minutes before the next feeding time. It was then that she was able to look over her whole family program. She could think of her husband as a person with individual responsibilities, with things to do and to think about from morning till night. She could see John as a seven-year-old boy with

his child's ambitions for the day and his own particular achievements, enthusiasms, and frustrations. It was true, of course, that the new baby was important. But it was also true, as she had not quite seen before, that the whole world—including herself, the sun, moon, and stars, and her husband, the doctor, and John—did not, could not, revolve about a new baby. It must be true, she thought, that any new baby would look different to different persons. What must this baby look like to John?

MUSING THUS, she remembered with a start the first time John saw his baby sister. She had been so preoccupied with the strangeness of having a second baby in the family that at the time she had herself scarcely noticed her young son.

As she got up to feed the baby, dozens of questions crashed in on her. They all centered about the one idea: if a baby can be such a strange experience for its mother, what could a baby mean to a child? What did John expect in a new baby? What did he really prepare for? What was John's day like before the baby came? What was his day like today! She remembered many chats she had enjoyed with John before the baby came. She had always had chats with John. He asked such strange questions and came out with such odd remarks. But that all seemed so long ago, now. In fact, she could not remember a single time in the past month when she and the boy had had a quiet, getting-acquainted sort of talk.

It was a crazy idea that John had the day he first saw his sister. He should have known better after all the preparation they had given him. From John's father Mrs. Hutchins had learned more details about what happened before John was brought to see the baby. The father had some difficulty in remembering details of that sort, but he did recall an argument with John, who had wanted to bring his new toy pistol to show the baby. He remembered also that at the father's suggestion they compromised on bringing a rattle. At the hospital, however, it was discovered that John had brought both the pistol and the rattle. And when he arrived he got out the pistol. A nurse had held out a warning hand to keep John from getting too close to the baby. Mrs. Hutchins herself recalled that she had thought at the time that the nurse's gesture was a bit abrupt. Someone had taken the pistol from John, and his father had asked him where the rattle was.

Mrs. Hutchins was amazed at the way she was piecing a story together. John had looked a long time at the baby. It was true that the baby had been very red and wrinkled, its whole face shiny and slippery looking with the grease ointment they had put on it. (Its father had remarked in

front of them all that the baby seemed all mouth and must take after him.) It had scarcely opened its eyes and did not seem to look at anyone, certainly not at John. Why had John thrown the rattle at the baby? They had all laughed it off at the time and had merely told him he must be careful. The next time John came to the hospital he brought again the gun and the rattle. They had told him the baby wasn't old enough to play with guns. John shook and shook the rattle over the baby, trying to attract an attention that the baby was unable to give. He then remarked: "She can't do anything." And this time he hit the baby with the rattle.

Where were the toys that John had bought and saved up? They were broken and scattered. Mrs. Hutchins had not even given them a thought since coming home. She was appalled at having failed to help the little fellow realize that except for the rattle it would be months before the baby would be old enough to play with most of those toys. Mr. Hutchins had remarked one time that people tend to give as Christmas presents things they would themselves like to receive. Well, John had certainly selected toys that a seven-year-old boy would still like to play with.

From the remarks and behavior that they could remember, Mrs. Hutchins and her husband concluded that John had had a grossly mistaken idea as to what to expect in a new baby. It appeared that he had in mind some confused mixture of tiny baby and playmate; that he had not fully realized that a new baby could not even sit up, that it would spend most of its time sleeping, that you would have so little control over its crying, that it wouldn't shut up when you told it to, that it couldn't even talk, that it wouldn't look at you right away, that there wasn't any way it could play with you, and that it could vomit milk all over its pillow! What was this build-up they had given John? New babies aren't so bad when you know what to expect!

WHEN Mrs. Hutchins discovered what had happened she set about to correct the mistaken ideas. First, she sought frequent occasions during the next few days when she could spend five, ten, fifteen minutes in relaxed and undivided attention to John. She did this when the baby was asleep to be sure that the baby would not cause an interruption. During these periods she attempted a minimum of "teaching" and a maximum of sharing and following John's interest. She laughed and played with him. She deliberately avoided any mention of the baby. After several days John himself gave her an opening to discuss the baby. He asked when the baby could eat baby food. He had asked the same question at the hospital.

Mrs. Hutchins prefaced her answer to the question by saying to John that it had been very thoughtful of him to buy some baby food for the baby. She said she was sure that she had given John a wrong idea about babies and that she should have explained at that time that the baby would have to be several months old before she could eat the kind of food that he had bought. She then told John that probably in the summer time, perhaps in July, the baby would be old enough to eat that can of soup. But many other questions came from John. Isn't she going to have any teeth? When can she sit up? When can she talk to him? Will they buy her a cup for her orange juice?

Most children are eager for information that is meaningful to them. Mrs. Hutchins talked to John about the limitations of babyhood and about the struggle that small babies go through to learn. She showed also that in small ways babies grow rather fast and pointed out to him ways in which the baby was different now from the baby of a week ago. John was able to discover the baby doing new things for the first time. Later they looked forward to the day when the baby could turn over in bed, and when the day came, had a family celebration of the event. Shortly afterwards they decided that another incident was worth a family celebration as a first achievement: the baby fell out of bed!

But Mrs. Hutchins found that the problem of explaining a new baby was not just a problem in itself. Rather was it an opportunity to interpret to John all kinds of growth processes, problem solving, and struggles for achievement. It also became an opportunity to sharpen the parents' powers of observation. John himself had struggles; he was

occasionally doing things himself for the first time. It was easier to understand that John and his mother and father and everyone else had been like the baby sister. They had had their limitations, too, and the world had had to be patient and to help them to grow. Some day the baby sister would be as old as John and would have bumps and tumbles and discouragements and fun, too, just like John.

MRS. HUTCHINS had a further problem of preparing John for the day when his sister would be able to creep. Some day she would learn, as John did, how to get about and move by herself to any place downstairs. She would not understand that some of John's toys were delicate; she would merely be interested in everything about her. Her mouth was the most sensitive part of her body and so she would find out more quickly about some things by putting them in her mouth. She would not get them wet on purpose, nor would she be trying to spoil them when she got them wet. John was ready to keep some of his toys out of sight and out of reach and to expect some accidents. After all, the sister was doing the best she could, and when she damaged one of John's treasures it could be pointed out that she did not understand what she was doing. It was almost the same as John's putting plasticene in the shutter of his father's kodak. John understood now, but he did not understand then what he had done, and he had not been punished for it.

Mrs. Hutchins, in fact, came to realize that "explaining a new baby" is a task that is never finished, that living with a new baby is only a special aspect of understanding other persons and of living with them in a family.

Telephone Conversation

*I thought he'd like to hear about the health of his mother,
Or the size and the beauty of his new baby brother.
He did, very briefly, but he wanted most of all
To listen to a nurse walking up and down the hall.*

*He came to the 'phone and he said, "Mother, dear,
Please hold the telephone away from your ear.
Hold it in the doorway and don't talk at all:
I want to hear a nurse walking up and down the hall."*

*"For when I had my tonsils out away last fall
I listened to the nurse walk up and down the hall.
I'll know you're in the hospital, I'll know I have a brother,
If you'll just let me listen to a nurse walk, Mother!"*

—VIRGINIA BRASIER

I Talk to My Son About Teeth

LON W. MORREY

DAD-DY, we're forgettin' to brush my teeth!" A tiny voice followed by a tiny face steals into my study. A scurry, a flurry, and a tiny figure catapults into my lap, dislodging my paper and disrupting my peace.

"Dad-dy, we're forgettin' to brush my teeth—Dad-dy, don't you know it?"

Of course I knew it. And I also knew that my son's remembering gave him an excellent excuse to remain up a little longer. No three-and-a-half-year-old is interested in the "why" of tooth-brushing, but it does make a lovely pretext for postponing bedtime. And so, by piggy-back to bathroom, where son's pretense gave Dad an opportunity to repeat a mouth hygiene lesson.

"You're big enough now to brush your own teeth; let's see what kind of a job you can do."

Son selects his own small toothbrush, the head of which is five tufts of bristles in length and two tufts wide.

"I don't want any toothpaste, Daddy—just water."

"All right, you don't need any toothpaste—after all, it's the brushing that counts. Now, brush your upper teeth first. Put the bristles well up on your gums and brush downward. That's right. Now, move the brush forward. Brush downward—that's fine. Now brush the back teeth on the other side—and don't forget to brush the chewing surfaces—"

"Why, Daddy?"

"Because that is where little bits of food are most apt to lodge and we must remove all of them to keep your teeth nice and clean."

By this time tooth-brushing had been lost in conversation, so father took the brush and finished the procedure himself.

After carefully and thoroughly brushing son's ten upper teeth we proceeded to the ten below—brushing them with an upward motion. Then, be-



American Dental Association

fore son could catch his breath for another question, the chewing surfaces of both the upper and lower teeth were thoroughly scrubbed. Then, the question which we had answered many times before:

"Why do we brush our teeth, Daddy?" And the patient answer:

"For the same reason that we wash our face and hands—to keep them clean. You have nice teeth and you and I want to keep them that way. If we don't brush them at least every morning after breakfast and before going to bed, food may cling to them and decay. That may cause your teeth to have holes in them—and we don't want that, do we?"

"No, we don't want holes in our teeth."

By that time bed was reached and a drowsy head was laid on its pillow. As covers were tucked in, a sleepy little voice said "Good night, Daddy, we won't forgettin' to brush our teeth again, will we?"

It's impossible, really, to make a three-and-a-half-year-old understand why his teeth should be brushed; but even so, at that age the habit should be fairly well established. Baby teeth, like babies themselves, are fragile and delicate. Careful washing helps to preserve teeth although brushing alone will not guarantee good teeth. In fact, brushing is but one of the four dental health rules: regular dental attention, cleanliness, diet, and exercise.

Speaking of exercise reminds me of another recent discussion my son and I had about teeth.

"Why must I eat my crusts, Dad-dy?"

Unconsciously I repeat an answer which my grandmother once gave me when I was a child.

"Because it will make your hair curly."

Slowly he lets his eyes rest on the shiny pate over which I ineffectually brush a camouflage of thinning strands.

"Like yours, Dad-dy? I guess you didn't eat your crusts when you were a little boy."

"I'm sorry, son. I was only fooling. Eating crusts doesn't make your hair curly—I did eat my crusts when I was a little boy. My parents wouldn't give me any more to eat until I did. No, eating crusts doesn't make your hair curly, but it does something even better than that—it helps you have better teeth."

"Why, Dad-dy?"

"Because it helps exercise your teeth and gums. You run around most of the day; that is good for you because it helps make your legs and arms and body strong. Your teeth and gums need exercise, too; but they can't run around as you do. The only way you can exercise them is to give them some coarse food to chew—crusts, meat, and vegetables such as celery, apples, and carrots."

"I like celery and carrots, Daddy."

"I know you do; and you like to chew the meat

from bones, too. One reason Daddy gives you bones to pick is because that makes you use your teeth and helps make your jaws strong."

"Can I have some more meat, Daddy?"

"You may, but don't make your whole meal of meat. Eat your vegetables and that piece of bread and butter. Yes, sir—and finish up that glass of milk."

"Why, Daddy?"

AT THIS point, Mother steps into the receiving end of the perpetual "quiz program" which has established itself in our household. While I turn to my neglected plate, Mother replies:

"Because milk is good for you. It helps make you grow and"—with a knowing nod to me—"it helps your teeth to grow good and strong."

The glass of milk is firmly placed closer to a little chin with a maternal gesture of finality that would register majestically across footlights but in this situation, of course, is a magnificent failure.

"Look, Dad-dy. I have all my teeth. Look." There is displayed—widely—the proof—twenty white teeth set in cushions of pink, firm gums. And then:

"Grandma hasn't got any teeth, Dad-dy."

Mother accepts the inevitable with a smile, and I assume again the topic which may not be considered proper for dinner conversation in some circles but is entirely right at our table. After all, our boy provides the subject matter and our best educational authorities would not say him nay.

"I can tell you about that, son—while you drink your milk. You have all of your first teeth and they are very nice, too, but later when you grow older you will get some more teeth. You are building them right now. Here—look in the mirror at the inside of your mouth. Underneath each one of those little white teeth you are growing another tooth and way back in your jaws you are growing some more teeth."

"Why, Daddy?"

"Drink your milk, son. Because when you grow older and your jaws get bigger you will need more and bigger teeth. Right now your little jaws are a regular tooth factory. They are building thirty-two new teeth to take the place of your twenty baby teeth."

"My jaws are not very big—not as big as yours, Daddy."

"No, but they will be some day. That's one reason why you should eat plenty of good food so that your teeth and jaws will



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grow strong—milk, vegetables, fruits, meat, eggs, bread and butter, orange or tomato juice, and cod liver oil."

"And ice cream."

"Yes, ice cream, but only after we have finished with our dinner—and very little sugar—and very little candy—"

"Why, Daddy?"

"Because sugar and candy don't build strong boys or strong teeth and too much sugar may cause our teeth to have holes in them."

"You and I don't like too much sugar, do we? Only a little bit. How much is a little bit?"

"Much less than you think it is, I'm afraid."

AND SO another lesson in dental hygiene was repeated. Just as it must be repeated over and over again until it becomes an actual part of the child's behavior. It is not sufficient simply to tell a child to do or not to do something. He wants to know why, and even though he is too young to understand fully he should be given an intelligent answer.

The exact role that diet plays in the prevention and control of dental decay is not, as yet, well understood. Most authorities agree, however, that dental health can be improved by the inclusion in the diet of all the food essentials and by the reduction or exclusion of highly refined carbohydrates.

The child's permanent teeth begin to form at birth. Throughout the first thirteen or fourteen years of life the enamel covering of his permanent teeth is being formed. Authorities advise that the diet during the tooth-forming period—that is, from birth until early maturity—include a sufficient amount of foods containing calcium and phosphorus, plus an adequate amount of vitamins A, C, and D.

Proper diet is so important for the growing child that it is inconceivable that it is not the all-important business of every household. Good diet is not only necessary for good teeth; it is necessary for the well-being of the entire child. Every growing youngster should have a simple, well-rounded, and ample diet, one that contains a sufficient amount of proteins, carbohydrates, fats, liquids, minerals, and vitamins. Furthermore, the child's intake of highly refined carbohydrate foods, such as refined sugar, candy, jelly, pastry, and other highly sweetened food, should be kept at a minimum.

In addition, parents should examine their child's teeth critically and frequently. It is not expected that they will recognize all dental defects, but parents should be as familiar with the condition of their child's teeth as they are with the condition of hands, feet, and ears.

One evening, after completing our tooth-brush-

ing routine I said, "Your teeth look pretty good to me, son; let's you and me show them to the dentist Saturday and see what he thinks of them."

"I don't want the dentist to see them."

It was my turn to say "Why?"

"The dentist is a bad man."

Again, "Why?"

"Mary Jane's mother told her if she was a bad girl the dentist would pull out all her teeth."

"I'm sure Mary Jane must have misunderstood her mother. Dentists don't like to pull out children's teeth. Sometimes when children do not take care of their teeth the dentist must pull them out, but he doesn't want to. He wants you to take care of your teeth and keep them."

Why do some thoughtless parents use the dentist, physician, and policeman as bogeymen to frighten their children into obedience? The thoughtful parent makes every effort to instill it into the child's mind that the dentist, the physician, and the policeman are the child's friends. Sooner or later the child may need the services of any one of this triumvirate—and how much easier it is to seek service from a friend than from a foe. The thoughtless remark of Mary Jane's mother necessitated several short sessions with my youngster in order to transform his conception of the dentist.

NOW IT so happens in our family that we try to follow most of the common health rules. Consequently when my son was three he and I had our teeth examined. Relying on his memory I recalled our experience.

"Remember when you and I went to the dentist's office? What did he do?"

"He gave me a balloon."

"Yes, I know, but what else did he do?"

"He gave me a ride in his chair—way up high."

"That's right; but what else did he do?"

"He looked at my teeth. And he looked at your teeth too, Daddy."

"Did he invite you to come back?"

"Yes."

"Well, it's about time you and I went back so that the dentist can look at our teeth again."

"I don't want to go back. The dentist is a bad man."

"He gave you a balloon, and a ride way up high in his chair, so I guess he wasn't such a very bad man."

"No, you and I don't think he is a very bad man, do we, Daddy?—only Mary Jane's mother and she don't know what she's talking about."

"Oh, oh, that isn't nice. Mary Jane's mother—or perhaps Mary Jane—was mistaken."

"Why does the dentist have to look at my teeth, Daddy?"

"Because they are very important and the

dentist must help us keep them in good condition."

"Why?"

"Because you need them to chew your food and you need them to help you to talk."

"When can we go to the dentist, Daddy?"

"Saturday. Saturday you and I will get in the car and drive down to his office and let him look at our teeth."

And so by painstaking effort we broke down a resistance that had been built up by a chance remark of a thoughtless neighbor.

"Why must the dentist look at my teeth, Daddy?"

It was impossible for me to answer that question in terms he would comprehend. It is not expected that a child of three-and-a-half can understand that his baby teeth are very necessary for mastication, nor can he understand that the position and regularity of his permanent teeth depend, to a large extent, upon the health and condition of his baby teeth.

How can we expect a child to comprehend what many parents do not understand? And it is a fact that many parents do not realize the importance of baby teeth, consequently these teeth are neglected and allowed to decay. This is unfortunate because the baby teeth are just as important to the child's growth and development as the permanent teeth are to the adult's well being.

As soon as the full set of baby teeth have erupted, that is, from two-and-a-half to three years, the child should be taken to the dentist for a thorough examination. Thereafter, a visit should be made to the dentist every six months. Children whose teeth are susceptible to decay should visit the dentist every three or four months.

The first set of teeth should be regarded as foundation teeth and it is important to keep them in a healthy condition until they are replaced

by their permanent successors. They are necessary for mastication. They are necessary for speech. They give form and symmetry to the face. They act as guides for the permanent teeth that are forming beneath them and that will later replace them. If one or more of the deciduous teeth are prematurely lost or become badly decayed, their permanent successors may come in crooked.

As the permanent teeth develop beneath the deciduous teeth the roots of the deciduous teeth are resorbed and disappear. Sometimes, something prevents the resorption of these roots and the permanent tooth may erupt in front of or behind the baby tooth. When this occurs, the dentist should be consulted immediately, as delay causes the condition to grow worse.

EVERY PARENT'S problem is to translate this and other equally important health information for the child into terms that he can comprehend. On second thought, it is probably unnecessary for the preschool child to understand all the whys—perhaps all he needs to know are the "hows." It is important, however, that parents understand both the "hows" and the "whys"—for how else can they hope to discharge their responsibility?

And so when my son, tiptoeing into my study, reminds me that "We're forgettin' to brush my teeth, Daddy" I remind myself there are certain other rules that I dare not "forgettin'." I must not forget to supply him with a sufficient amount of wholesome, plain, and simple food. I must not forget to limit his sugar intake to a minimum. I must provide him with ample rest, sleep, exercise and play and protect him from infectious diseases. Last but not least, I must not forget to preserve his baby teeth—with the aid of the dentist—until they are all replaced by their permanent successors.

1941 ANNUAL CONVENTION

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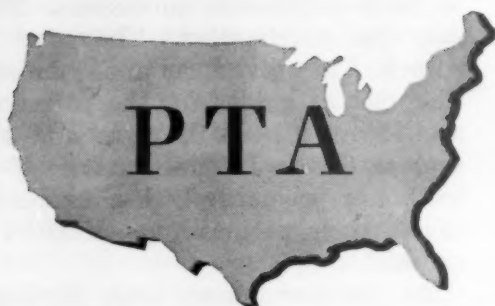
NATIONAL CONGRESS OF PARENTS AND TEACHERS

Place: Boston, Massachusetts

Dates: May 19-22

Theme: "Modern Problems in Community Living"

HOTEL STATLER IS OFFICIAL HEADQUARTERS



Frontiers

A Double Field Service Program. Two types of field service to the membership of Texas have been inaugurated. The first is lay field service to city and county councils, authorized by the state board of managers in November, 1939. At that time an amount for anticipated traveling expenses of the workers was included in the budget. The president of the Texas Congress of Parents and Teachers initiated the plan and has had entire direction of it. The Standing Rules provide methods for administering the project.

In brief, the plan is as follows: A council president makes a request for field service to the district president, who, in turn, notifies the state president. The state president appoints one of the state's seven vice-presidents to conduct an institute, which consists of instruction in procedure, policies, and practices. An all-day session must be held with at least two hours of instruction. When possible, district presidents arrange a series of institutes in adjoining counties so that on consecutive days several institutes may be held, thus conserving the field service account.

A council is allowed field service at state expense only once during the fiscal year—which runs from November 1 to October 31—although city and county councils may combine to sponsor an institute.

The success of this plan depends on setting dates well in advance of the time scheduled for the institute, on the cooperation of the district president in arranging several institutes in the section, on notifying the vice-president of local needs and problems, and on allowing ample time for instruction.

The second plan is in cooperation with the state teacher-training institutions. The state president has accepted invitations from presidents of state teachers' colleges to conduct institutes during the forthcoming summer sessions. From two days to one week will be spent on each campus. The history of the parent-teacher movement; its achievements, structure, philosophy, policies, objectives and activities are included under the topics listed for discussion.

Some of the results which members of the board

of managers expect to achieve through lay service to councils and in the teachers' colleges are:

1. *The training and development of leaders.*
2. *The strengthening of local units as well as councils.*
3. *The establishment of a closer relationship between local units and the Texas Congress of Parents and Teachers, with consequent recognition of the tie between the local units and the National Congress of Parents and Teachers.*
4. *Increase of cooperation between parents and teachers by informing prospective teachers as well as those already in service concerning the movement.*
5. *Promotion of the welfare of children and youth by encouraging better-trained parents and understanding teachers.*

—NELL MORGAN



Meeting the Call to Action. The Nebraska Congress of Parents and Teachers is convinced that the recent White House Conference on Children in a Democracy revealed in a definite way the needs of American childhood today and the opportunities which should be available to every child under a democratic system of government. Therefore, in setting up their three-year administration program, they pledged themselves to meet the nation's call to action as set forth in the Report of the Conference.

To this end they adopted the fifteen goals in which the National Congress has embodied those recommendations of the Conference which fall within the special province of parent-teacher work. But, instead of considering all fifteen points this year, Nebraska chose to concentrate upon only seven, believing that in this way the work could be done more thoroughly. The executive committee of the Nebraska Congress studied the findings of their recent convention, and in the light of their knowledge and experience in Nebraska chose the goals to be highlighted for 1940-41. Remaining

goals will be considered next year and the year after, so that at the end of the present administration all fifteen will have been covered. Goals 1, 2, 5, 7, 8, 11, and 13 are being highlighted this year.

Following the meeting of the Nebraska Congress at which this three-year program was adopted, the state chairmen were asked to study with special care the goals for 1940-41 and choose those to which their particular chairmanship might contribute.

By correlating the various agencies in the Nebraska Congress and in the state itself, it is hoped to begin translating these significant recommendations for the welfare of America's children into a program of action.

—DONNA S. PIERCE



Parents' and Patrons' Days. Unique among parent-teacher meetings in Idaho was a two-day session held at the southern branch of the University of Idaho, located at Pocatello. In response to the invitation of the Executive Dean, 525 parents from the eastern part of the state registered for the parents' and patrons' program arranged by the Adult Education Committee of the University.

Beginning on a Friday morning at eight o'clock, parents attended regular classes along with their sons and daughters until eleven, when they filled to overflowing the general assembly auditorium for a program of music and a discussion of state educational problems.

Luncheon was served to the entire group in the dining hall—free to all parents registered. The problem of serving double the usual number was met by assembling students for lunch at an earlier hour. Parents and teachers lunched together and talked informally about the morning events.

The afternoon schedule offered opportunity to attend classes again and to visit the laboratories; to hear some fine music or go to meetings of campus fraternities and sororities. After a reception, open to everyone in attendance, dinner was served in the dining hall.

A "night on the campus" was part of the program, and parents had a rare opportunity to find out how students live. Fathers shared sleeping quarters with sons, and mothers shared beds with daughters. By "doubling up," all parents were housed in the dormitories.

The second day's program began with an eight o'clock breakfast, followed by section meetings. These included study of state problems, of Uni-

versity affairs, of state legislative problems, economics, and health, including inspection of the infirmary; home economics, including a demonstration of educational toys; vocational education, with a visit to hangar and shop buildings; agriculture, soil conservation, the place of religion in a democracy, the program of defense and parent-teacher leadership. Members of the faculty and other state leaders led the discussions in each field of interest, and parents were urged to participate.

The Saturday assembly program which followed at eleven o'clock was devoted to "Idaho's Part in National Defense," presented by the Governor-elect and the Executive Officer of Selective Service for the state of Idaho. A number of prominent civic, political, and educational leaders were present at this assembly.

The afternoon program included a campus dramatic presentation, "Family Portraits," meetings of fraternities and sororities with the parents, and informal receptions sponsored by student organizations in the University. Even the basketball game and the regular University dance in the evening were open to parents and patrons registered for the series.

After two days and two evenings of study, recreation, music, conference, and fellowship, with friendships built which will long endure, Idaho has been greatly enriched. The shy, timid visitor who registered that first morning returned home at the end of the second day happily conscious of a personal membership in the University, and with a realization of its importance to the future of the sons and daughters of our state.

The school was better understood, the home was inspired to reach new heights, the well-being of community and state became a corporate responsibility among student, teacher, and parent. It was, indeed, a parent-teacher *association* extraordinary!

—ELLEN D. WALTON



A Good Play. Scene I: Miss Blank hangs up her domestic science apron, has all the spices set at the right angle in the cupboard, turns in her key and is "through" with classes, P. T. A.'s, and so forth. Not that she dislikes these, but she is to be married.

Scene II: Mrs. Jones, erstwhile Miss Blank, now living happily and managing well her two little

pig-tailed girls and her devoted husband, is attending the Ladies' Aid. They are discussing youth and what to do about "situations." And up pops everybody with "Why, Mrs. Jones, we are so glad to see you! You are just the one who can help us." No, Mrs. Jones isn't flattered. She is the kind of person who really does a job when a job is assigned. Committee work means work, not just having one's name in the paper.

Scene III: Papa has just eaten his breakfast and is off to work. The two little pig-tailed girls are playing quietly. Mrs. Jones is hovering over a grocery list, but rather than writing her grocery list (coffee, sugar, baking powder, and so forth) she finds herself jotting down ideas like these:

1. Children need happily married parents
2. The sane way in sex teaching
Sex instruction should be a natural part of a child's training.
3. Building character
Knowledge of forces that influence personality should guide parents concerned with the character education of their children.
4. Stepping out as a family
Some families are good mixers, others are not. Important for all to find interests and friends in the community.
5. Movies for children, with an approved list for children every month
6. Are allowances really practical?
A new slant on problem of children's spending.
7. Are leaders made or born?
A discussion on personality traits.
8. Children like to work
They glory in new skills and the sense of being needed.
9. You and your children's teacher
10. Plain talk about race prejudice
11. A challenge to parents
Are you a worrier and drudge or an interesting companion to respect?
12. Are you a dictator?
13. Home study
How much responsibility does the parent have?
14. Responsibilities of a child toward his home
15. Movies—"You and Your Child"
Shows how parents studying problems together meet everyday situations in the home, to produce a satisfying home life.

Scene IV: The Ladies' Aid meets again. Mrs. Jones presents her jotted-down questionnaire to find out what problems lie heavily on parents' minds. And when the questionnaire is talked over, checked off, and handed back, she finds out that question two is the first choice in seventy per cent of the cases. So Mrs. Jones decides to "go to town" on question two. She is not a sex hygiene teacher. She has just been a normal girl, an observing teacher, and is now the many-sided kind of wife that does not grow on every tree. But she proposes to help the parents to get what they say they need.

Mrs. Jones runs no one, but she does some canny guiding, in consequence whereof—

Scenes thereafter:

1. The church decides on a sex hygiene study class for mothers in the afternoon.
2. The P. T. A. has a talk and decides it had better get some good sex hygiene books for mothers at the library.
3. Both the church group and the P. T. A. decide they are not such good social hygiene teachers themselves so the Vocational School employs Mrs. Jones on part time for adult education on social hygiene and child training.
4. Young women of out-of-high-school and of marriageable age are signed up for a marriage course, Mrs. Jones sitting in on it as a listener and planning to act as guide in days to come.
5. Mrs. Jones now cooperates with the present domestic science teacher and the dean of girls in letting them know from the mother's point of view where a school can help and where parents will take over.

And the interesting thing is this: This play is not fiction. Its characters and incidents are based on absolute fact.

—AIMEE ZILLMER



Handicapped Children Learn First Aid. Twelve pupils of the Day School for the Deaf of Portland, Oregon, have been awarded junior first-aid certificates by the American Red Cross. These boys and girls have been enrolled in a class in first aid sponsored by the school's parent-teacher association.

The class had its beginning when a troop of Girl Scouts in the school took up the work last year. After completing the requirements for first-aid badges, the girls wanted further instruction. The boys, not wishing to be outdone by the girls, also wanted to take the course. Accordingly, the parent-teacher association set about organizing such a class.

A time and place for the class were easily arranged. The principal of Hosford School, where the school for the deaf is located, permitted the class to use an assembly room ideally suited to the purpose. The boys and girls were eager to learn. They were willing to give up most of their noon hour for the class.

The first-aid instructor secured by the parent-teacher group has taught the meaning and purpose of first aid. The children know now what to look for in a case of accident or sudden illness. They know what to do for wounds and how to

apply bandages to all parts of the body; how to stop bleeding and how to apply artificial respiration in cases of asphyxiation or drowning. They also know how to transport an injured person with the least possible further injury.

Through the cooperation of the parent-teacher association, these youngsters have reached a goal achieved by few unhandicapped boys and girls. Because of this achievement they now may find a wider place in the affairs of community and nation.

—OLIVE E. BROWN



Raising Elementary School Standards. For some forty years in Illinois, high schools have been "recognized" by the Department of Public Instruction, and "accredited" by the University of Illinois. This has been the means of raising the standards for high schools to a very high level. Buildings, equipment, teacher training, salaries, activity programs, all rank very high. No such "recognition" had ever been given to the elementary school until recently.

In 1935, the Superintendent of Public Instruction of Illinois set about organizing a plan for the "recognition" of elementary schools similar to what had been accorded the high schools. It took a great amount of public relations work to get the idea across to the general public. As a step in this direction, the Illinois Congress of Parents and Teachers took as one part of its program the aim "Every School in Illinois a Recognized School."

At least one program in each local unit was devoted to a discussion of the topic "The Recognition of Elementary Schools." In many cases, more than one program for the year centered around this theme.

What has been the result? Today more than half of the elementary schools of the state have met the standards for elementary recognition. Of course, the standards, as outlined in the elementary school rating sheet, were not too high at the beginning. It is the plan of the educational authorities of the state to raise the standards gradually each year and develop the program little by little.

In some counties, all schools now meet the standards. By the end of the school year 1940-41, possibly 90 per cent of the schools of the state will have met the standards for recognition. This means that salaries are improved, teacher training is decidedly on the increase, schools are well equipped, school buildings are in good condition,

and the curriculum of the schools is undergoing a decided change. This improvement could not have been brought about had it not been for the splendid cooperation and help received from the Illinois Congress of Parents and Teachers with its 165,000 members. The constant discussion of this topic in the parent-teacher units throughout the state has brought about a "school-mindedness" on the part of the general public that could not have been accomplished in any other way.

For the school year 1941-42, in addition to the slogan "Every School in Illinois a Recognized School," the Illinois Congress has adopted the aim "Every Home a Worthy Home."

—OTIS KEELER



P. T. A. Members in Training. Training for the profession of teaching these days is coming to be synonymous with training for active participation in parent-teacher work. The girls from the Education Department of Ashland College, Ohio, who are studying to be elementary teachers are including such training in their extracurricular studies, and at the same time are greatly contributing to the efficiency of the Lincoln School Parent-Teacher Association of Ashland.

In the past, many fathers and mothers who wanted to be active in the association were unable to attend the meetings because they were unable to find competent hands into which to entrust their children. Then the idea was conceived of taking the children to the meeting and leaving them in a room on another floor in charge of the students. The girls tell stories and show the children how to dramatize them, organize games and group singing. If refreshments are served, the menu is so planned that food suitable for children will be available for these youngest guests.

Not only are the parents thus enabled to attend the meetings and left free to enjoy the program, but the children are gaining something very worthwhile from these group activities and the prospective teachers are finding invaluable such practical experience with young children. The evening meetings begin promptly at seven-thirty so that the children will be home by nine o'clock.

This plan has increased the membership from sixty to one hundred members.

—ALICE LACOST

BOOKS *in Review*



GROWING OUT OF BABYHOOD: PROBLEMS OF THE PRESCHOOL CHILD. By *William S. and Lena K. Sadler*. New York: Funk & Wagnalls. 1940. 350 pp. \$2.50.

FOR MANY YEARS, mothers who want to know "what to do" when a child acts this way or that way have been the despair of parent education workers. What these mothers want is a prescription they can follow. They would like to see the child's behavior change miraculously, with no effort on their part, as soon as they apply the magic formula which they hope the person from whom they are seeking information will hand out to them. They seldom want to go to the trouble of trying to alter or modify their *own* behavior, which, more often than not, is at the bottom of the child's problem.

So, when Dr. William Sadler and Dr. Lena Sadler say that their book is the outcome of their experience "that parents, particularly mothers, are desirous of having a handbook in which they may find definite directions for dealing with specific problems," we know that they have a big job on their hands, and that they must be both clever and wise if they manage to give parents what they want, and at the same time preserve their professional integrity. I can say, without reserve, that I believe they have accomplished this very difficult task.

Their aim was not to write a child psychology, which would deal with the child as a developing organism. Instead, they have dealt specifically with a very large number of problems, some of them major, some minor, but almost invariably handled with meticulous care. For example, thumb-sucking, that harassing topic, is given thirteen pages in which reasons for objections to the habit are followed by discussion of the causes, why the habit persists, preventive methods, and, finally, treatment.

NO MATTER what the subject under discussion, the fact is never lost sight of that the personality of the parent himself pervades and colors every problem. Whether the topic is sleep, or sex problems, or temper tantrums, the authors, without sacrificing their common-sense approach, have

managed to give a great many facts culled from recent research. Only very occasionally is a statement made that seems open to question; as when, in the chapter on feeding problems, the authors remark that "The evening meal is the best time to introduce new foods." Although they qualify this statement a bit farther on, the reader would tend to be less skeptical if the source of their information on this point were given.

Especially helpful are such sections as those showing what to expect of children at various ages and stages of development, found in the chapter on "The Normal Child" and in the last on "Parent-Child Relationships," these normative summaries being compiled from many sources.

This book should fill a real need, since it is written in a manner that should have a wide appeal to the "mothers, nurses, governesses, and caretakers" to whom it is specifically directed. It will not, of course, take the place of a child psychology on a family bookshelf, but it should be used to implement and supplement such books. The sanity and sympathy of its authors will comfort many parents who find themselves in a quandary as to where to turn for help.

—MARION L. FAEGRE
Institute of Child Welfare
University of Minnesota

MY NAME IS ARAM. By *William Saroyan*. New York: Harcourt, Brace. 1940. \$2.00

FOR THE past five years critical controversy has raged about the work of William Saroyan. When his first collection of short stories appeared in book form in 1934, the reviewers said they were not short stories at all, that they had no beginning, no middle, and no ending, and anyway that he (Saroyan) was an "exhibitionist, a verbalist, a poseur, a prima donna, and a victim of genius mania." When, several years later, Saroyan made his debut as a playwright with *My Heart's in the Highlands*, it was the turn of the dramatic critics to shudder. Almost without exception, they declared it meaningless or denounced it as "modern, arty, experimental." A few, like George Jean Nathan and John Mason Brown, assisted by Saroyan's own irrepressible person-

ality, secured for him a more encouraging appraisal and directed attention to his "originality, force, freshness, and humor." The argument thus inaugurated continued until 1939 when Saroyan produced his second play, *The Time of Your Life*, which so dazzled the world of the theater that the New York Critics' Circle and the Pulitzer Prize committee forgot their differences and crowned it alike as the best play of the season.

For so young an author and playwright to survive such an orgy of critical attention, there must be exceptional reasons. You will find some of them in his latest collection of short stories, *My Name Is Aram*. It is marked by the same sound instinct for sentiment and beauty, joy and pathos, wistfulness and humor which characterizes all of Saroyan's work, but unlike his plays it concerns the experiences of normal, healthy human beings rather than those of a motley crew of neurotics, morons, and imbeciles. *My Name Is Aram* is a collection of short stories chronicling Saroyan's own boyhood. Its chief characters are Aram Garoghlanian (the author), his playmates, cousins, uncles, and grandparents. Its setting is the San Joaquin Valley, California, of some thirty years ago. And just as the Mississippi spelled romance for young Samuel Clemens, so the amazing Garoghlanian tribe of Armenian-American vineyardists is the solid background of Saroyan's inspiration, and among the vineyards, orchards, irrigation ditches, and streams, Aram and his friends swim, fish, loaf, and play hookey. Some of these escapades get the boys into a powerful lot of trouble, but they know how to take it, and they have a moral code of their own which is not to be scoffed at:

We used to take them strappings kind of for granted, me and Joey, on account of we wanted to be fair and square with the Board

of Education and if it was against the rules to stay out of school when you weren't sick, and if you were supposed to get strapped for doing it, well, there we were, we'd done it, so let the Board of Education balance things the best way they knew how. They did that with a strapping.

The very best of Saroyan is to be found in his character sketches of the foreign-born American, Aram's grandfather, his numerous and eccentric uncles, and the "poor and burning" Arab. Aram and his schoolmates, after all, are native Americans, and except for a certain precociousness and positive assurance in the righteousness of anything they do, they are like all other fun-loving, healthy American boys. That they are totally devoid of artificiality is one of his triumphs. But it is in his portraits of the older generation that he proves himself a master of the character sketch, of a whole series of character sketches.

THERE is an all-prevailing cast of thought in Saroyan's work, more so perhaps in the plays than in the stories. You cannot analyze it or properly illustrate it without quoting extensively. Its prevailing note is a deep distrust of "our mechanical world." You can call Uncle Gorgi an impractical fool for preferring to sit at home playing his zither to sweating in the sun picking watermelons—and in a world governed by facts and practical considerations he certainly is—but this is Saroyan's ironical way of saying that "happiness is not in owning much, but in owning little."

Don Freeman's drawings, which illustrate the book, are marvelous. They are certain to draw delight from your eye and draw chuckles from your throat whether you are still Tom Sawyer or Aram at heart, or an old curmudgeon.

—GUY R. LYLE, Librarian
Woman's College of the University of N. C.

FOR YEARS the *National Parent-Teacher* has contributed to our common defense and to our American way of life by attacking and helping to solve the underlying problems which make youth feel dissatisfied and insecure. Month by month it is constantly on the job, supplying information that strengthens and supplements the work being done in thousands of parent-teacher associations. Rich in resources as the official magazine of the world's largest lay organization devoted to the welfare of children and youth, it is an ideal publication for all who have at heart the interests of America's young citizens.

The *National Parent-Teacher* is a non-commercial, non-profitmaking magazine. It is not sold by agents or on newsstands. It depends entirely on its readers and on volunteer workers in parent-teacher associations to extend its sphere of influence.

If you are finding the *National Parent-Teacher* helpful, will you not recommend it to your friends?

Around the Editor's Table

AT THIS moment in thousands of cities, in many thousands of schoolrooms, homes, and communities, young and old are absorbed in the problems of America's defense program. Several weeks ago the Executive Committee of the National Congress of Parents and Teachers convened in New York and there set forth in definite form the role of the parent-teacher association in the program of total defense. A written statement embodying the results of this conference period was sent to the president of every state branch.

According to this report, three problems compel our immediate attention: the problem of coping with certain conditions which grow out of the inability of the average community adjacent to an army camp to make adequate provisions for the young men called to service; the problem of coping with difficulties connected with large emergency settlements established for essential war industries; and finally, the problem of maintaining normal human relationships and of providing normal community services in a time of national emergency. The report closes with these words: "Total defense must begin with a strengthening of faith in American ideals and traditions so that America may continue to offer a haven for love, freedom, truth, and justice in a world beset with tyranny and oppression."



THAT THE youth of totalitarian states are beginning to show the effects of education as practiced under a non-democratic system of government is disclosed in an article on Russian youth written for the *Christian Science Monitor* by Otto Zausner, economist and lecturer on European affairs. Russian young people are described as showing an alarming state of ignorance. These boys and girls are said to be unable to formulate their ideas clearly, to have only a meager knowledge of the Russian language and literature, and to take no interest at all in their country's culture. The government complains that the parents "try to rid themselves of the burden of educating their children and make the school do the whole job." As Mr. Zausner points out, this is particularly interesting in light of the fact that Russian parents some years ago were deprived of the right to educate their children.

All this is a revealing commentary on the futility of ignoring two basic concepts which are

crystal-clear to us in America: first, parents and teachers must work together in their rightful task of educating children and youth; second, the minds and hearts of these children and youth can best be reached where a spirit of freedom prevails. The frivolous attitudes of totalitarian youth toward study, their utter lack of discipline, their rough manners and disrespect for adults, are analyzed as the fruits of the gospel of utter materialism, in which freedom is held equivalent to anarchy, and moral standards are scorned as so much deadwood. Pertinent to the problems here involved is an article scheduled to appear in a forthcoming issue of the *National Parent-Teacher*. This article will discuss the interplay of freedom and discipline as these operate in the relationships existing between children and adults in our democracy.



IF I WANTED to explain a poem to a man from Mars, I would show him a plow." Thus poetry is defined by a poet—Robert P. Tristram Coffin, Pulitzer Prize winner and frequent contributor to the *National Parent-Teacher*, who recently visited our offices and who took part in the parent-teacher radio program "Citizens All." Thank you, Dr. Coffin, for reminding us of the close kinship between life and poetry! If, as you say, "encouraging our children to commit beautiful poetry to memory so that it becomes part of their lives will help them to grow in spiritual stature," then it behooves us who are parents and teachers to make poetry a more intimate part of our own daily living.



AFTER MANY years of loyal and outstanding service to the National Congress of Parents and Teachers and its official magazine, Mrs. Frederick M. Hosmer has retired as president of National Parent-Teacher, Inc. Her contribution to the growth and development of the Magazine is printed indelibly upon the pages of its past. Though Mrs. Hosmer is no longer an officer, we are assured of her unstinted efforts and wise counsel in all matters affecting parent-teacher work. Mrs. James Fitts Hill of Alabama succeeds her as president of the Magazine company. Mrs. Hill brings to this office wide experience in parent-teacher endeavors, both state and national.

PARENT-TEACHER STUDY COURSE OUTLINES

Study courses directed by ADA HART ARLITT

THIS WORLD OF OURS—

A CITIZENSHIP study course for parents, teachers, and all other adults who want a closer acquaintanceship with the world they live in, an acquaintanceship which will enable them to share their knowledge with youth and assume together the full responsibilities of democratic citizenship.

Article: FOREIGN PORTS—By Louis Adamic
(See Page 4)

I. Pertinent Points

1. America is probably "the most consistently dynamic country in the world today." It is in the process of growth. "Nothing is permanent except change and revision."
2. Since a large number of our people come from foreign ports, it is necessary both to understand them and to have them understand what it means to be an American. Mutual understanding means a better citizen to carry on the American way of life.
3. "Americanism is a movement away from uniformity and blind conformity. It welcomes differences, and if we can stand another motto, Let's make America safe for differences."

II. Questions to Promote Discussion

1. What are some of the foreign ports from which many of our American citizens have come?
2. What are some ways in which to develop better citizenship while recognizing the contribution which other nations have made to our culture?
3. How can parent-teacher associations work toward the development of better citizenship while at the same time they develop an understanding of and a tolerance for characteristics which are different?

References:

1. Louis Adamic. *From Many Lands*.
2. *Defense Papers*. American Association for Adult Education, 60 E. 42nd Street, New York, N. Y.
3. Howard W. Odum. *American Social Problems*.

BEGINNINGS WITH CHILDREN—

A PRESCHOOL study course for parents and teachers who believe that the early years are very important ones in the child's life and hence must be wisely guided. It will suggest practical techniques and methods which contribute to a deeper and more intimate insight into child life.

Article: THE NEW BABY—By Harold H. Anderson (See Page 25)

I. Pertinent Points

1. It is always necessary to prepare children for any events which disturb the usual course of life in their households. Preparing gives a sense of security when the change occurs.
2. Children gain their security from the way in which they are treated by their parents. The security which they develop in early childhood forms the basis for emotional stability in later life.
3. The advent of a new baby offers an excellent opportunity to interpret to other children in the family various kinds of growth processes. An understanding of the baby's gradually developing powers can lead the older child to a more positive attitude toward the things he himself must learn to master.

II. Questions to Promote Discussion

1. How can children be prepared for the advent of a new baby in their households?
2. In what ways may jealousy of the new baby be avoided?
3. How can parents working together help to make the coming of the new baby an asset in the education of the older children?

References:

1. Harold Anderson. *Children in the Family*.
2. Ada Hart Arlitt. *The Child from One to Twelve*.
3. Martha May Reynolds. *Children from Seed to Saplings*.

CONCERNING THIS ISSUE

Content

THIS ISSUE is concerned with a force which governs human life wherever it is present. That force is *learning*. Learning, however, has come to mean so many things that its real power is often obscured by abstract discussion or definition. This issue endeavors to show what some of those who have most thoughtfully considered the subject mean by *learning through active experience*. It also points out how essential such learning is, not only to the profitable living of children in a democracy, but to a healthy life of democracy itself.

We begin this issue with an article which reveals the highest good that can be achieved through learning, namely, an active citizenry in harmony with the highest ideals of a free and just society. The second article goes deep into the seed-bed of learning, and interprets the learning process as it functions on the lower level of childhood; the third follows with a discussion of learning as it functions on the higher level of adulthood. A fourth article analyzes learning on the transitional level of adolescence. Special attention is given here to the increased opportunities for learning through active experience which are offered today in many high schools throughout the country.

Other articles in this issue deal with various skills, attitudes, and habits which, acquired early in life, are a fundamental part of the total learning process and play a determining role in the future efficiency and happiness of the individual. Among these are the development of good reading habits, the acquisition of simple but valuable health practices, the desire to consider the well-being of others, and the ability to enjoy a rich and satisfying life with the members of the family, leading on to other, wider human relationships. Practical situations are proposed to stimulate learning.

Without direction, learning may be aimless and valueless—functioning in a wilderness. With direction, it can lead the learner into the most satisfying and useful realms of human thought and conduct. Upon whom, then, shall fall the responsibility for this guidance, and how shall this guidance be carried on? Here in this issue we may see clearly illustrated and foreshadowed the influence of parents and teachers upon what children and youth learn, and what, ultimately, they live by.



Contributors

LOUIS ADAMIC, who came to this country from Yugoslavia at the age of fifteen, has just received an honorary degree of Litt.D. for his "distinguished contribution to the field of literature." Much of Mr. Adamic's time is devoted to the Common Council for American Unity, which he recommends as a medium through which Americans can become active and effective in the present world crisis.

Although her duties as director of education for women in the Pasadena Public Schools have been increased by national defense problems, GERTRUDE LAWS, parent education specialist, finds time to conduct two large adult learning groups each week.

In addition to directing the course of many important developments in her field, ADA HART ARLITT, head of the University of Cincinnati Department of Child Care and Training, contributes generously of her time and energy to the *National Parent-Teacher*.

JOHN E. ANDERSON is one of the nation's authorities on child welfare. He is director of the Institute of Child Welfare, University of Minnesota, and author of extensive studies on children's growth.

Book review editor of the *Chicago Daily News*, STERLING NORTH has won a nation-wide reputation not only as stylist and critic but for his interest in the problems of children and youth.

MORRIS R. MITCHELL, director of the Florence State Teachers College, comes from a family distinguished for its fearless leadership in education. He is especially active in behalf of education in the South.

HAROLD H. ANDERSON is a member of the department of psychology of the University of Illinois. He has done much to strengthen childhood education by applying its principles to everyday living.

LON W. MORREY, director of the American Dental Association Bureau of Public Relations, is himself a dentist with extensive experience in school health work. The young interrogator of his article is a real boy—Dr. Morrey's small son, now four.

To ROBERT P. TRISTRAM COFFIN, the ever-changing outlook of childhood is one of the subjects which most invite a poet's pen. With him we relive our childhood.

The editorial page is distinguished by the contribution of HARRIET ELLIOTT, Consumer Commissioner of the National Defense Advisory Commission.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. F. Russell Lyon, President, Illinois Congress, and Otis Keeler, Assistant Superintendent of Public Instruction; Mrs. R. L. Brainard, President, Idaho Congress, and Mrs. James Walton, Jr., President, Pocatello Council; Mrs. Mark Pierce, President, Nebraska Congress; Mrs. C. W. Walls, President, Oregon Congress, and Mrs. Olive Brown, P.T.A., Day School for the Deaf; Mrs. Joe A. Wessendorff, President, and Mrs. A. L. Morgan, Vice-President, Texas Congress; Mrs. C. Tracy LaCost, President, Ohio Congress; and Aimee Zillmer, National Chairman of the Committee on Social Hygiene.